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ABSTRACT

This publication includes up-to-date information about charter schools in Wisconsin. It is intended to present best or promising practices of charter schools to each local educational agency in the state. It is a means of demonstrating agency accountability for informing the public, legislators, and those interested in charter schools, both within and outside of the state of Wisconsin. The first chapter gives a history of charter-school law in Wisconsin, sponsorship, legal status, what charter schools can and cannot do, organization and governance, teaching requirements, funding, accountability, and a map showing Wisconsin charter schools for years 2001-2002. The second chapter contains a list of Wisconsin charter schools, alphabetized by chartering authority. The third chapter lists charter schools opened in 2001. Appendix A presents the teaching requirements for Wisconsin charter schools. Appendix B gives Wisconsin Charter School Law 118.40. Appendix C lists Wisconsin charter schools by chartering authority along with address, name of contact person, phone number, and opening year for the school. (RT)

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Wisconsin Charter Schools

2001-02

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Wisconsin Charter Schools

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Wisconsin Charter Schools

2001–2002

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Foreword

This publication includes up-to-date information about charter schools in Wisconsin and is intended, per our state agency grant agreement with the United States Department of Education, to "disseminate best or promising practices of charter schools to each local educational agency in the state." It is a means of demonstrating agency accountability for informing the public, legislators, and individuals interested in charter schools, both within and outside of the state of Wisconsin.

Charter schools in Wisconsin are the culmination of hard work, imagination, and passion for educating children on the part of local school boards, parents, teachers, and other Wisconsin citizens. Charter schools are open to all students and are freed from most state rules and regulations. This freedom is intended to permit various programs to stimulate change and innovation in traditional public schools. Charter schools provide increased educational options for parents and students.

The Wisconsin Department of Public Instruction has been fortunate to receive competitive funds from the U.S. Department of Education. The DPI distributes 95 percent of all federal charter school grant monies through subgrants to charter school planners and communities, and for school start-ups to operational charter schools to support and continue our progress in leaving no Wisconsin child behind and to promote strong schools.

We have seen the numbers of charter schools in this state grow, responding to community needs and parent and student interest. In that the people of Wisconsin want public education that ensures that every child has the opportunity for a quality education through small class size, quality teachers and administrators and greater community and parental involvement, I am committed to supporting initiatives that make this happen. I am also committed to supporting efforts to provide equal access to knowledge and opportunity and to creating a generation of children who are productive citizens who contribute to their communities. Through leadership, advocacy, and accountability, charter schools are part of our overall public education efforts to accomplish these very important goals.

Elizabeth Burmaster
State Superintendent

Introduction

Charter School \chär-tər skül\ n : A public school that: (1) in accordance with an enabling state statute is exempt from significant state or local rules; (2) is created by a developer as a public school; (3) provides a program of elementary or secondary education, or both; (4) is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution; (5) does not charge tuition; (6) complies with federal law; (7) admits students on the basis of a lottery if more students apply for admission than can be accommodated; (8) agrees to comply with the same federal and state audit requirements as other elementary and secondary schools in the state; (9) meets all applicable federal, state and local health and safety requirements; and (10) operates in accordance with state law.

Charter schools are public, nonsectarian schools created through a contract or "charter" between the operators and the sponsoring school board or other chartering authority. The Wisconsin charter school law gives charter schools freedom from most state rules and regulations in exchange for greater accountability for results. The charter defines the missions and methods of the charter school; the chartering authority holds the school accountable to its charter.

Charter schools are created with the best elements of regular public schools in mind. Wisconsin established charter schools to foster an environment of creativity. Charter schools are, in essence, living laboratories that influence the larger public school system and introduce an element of entrepreneurship within that system. Charter school leaders may experiment with different instructional theories, site-based management techniques, and other innovations. They learn, sometimes by trial and error, what works best for their student population. Regular schools can observe and learn from what happens in the charter school and make similar improvements without having to experience "growing pains." Through this process, the entire public school system is continually challenged to improve itself.

Charter schools are developed to "fit" the special needs and interests of its community, parents, and students. This is what makes each charter school unique. While many goals for educating and preparing children are similar, each charter school fulfills a specific local need in education. Charter schools offer a choice to parents and students in the area of curriculum, teaching methodology, and classroom structure. Many who serve

at-risk populations work hard to keep their small population of students from falling through the cracks, offering counseling and personal attention and support. In districts with charter schools, the community, school boards, and parents have identified their public education needs and established charters that meet them.

Again, charter schools are public schools. They are freed from most state rules and regulations in exchange for greater accountability for results.

1 Wisconsin Charter Schools

History
Sponsorship
Legal Status
What Charter Schools Can and Cannot Do
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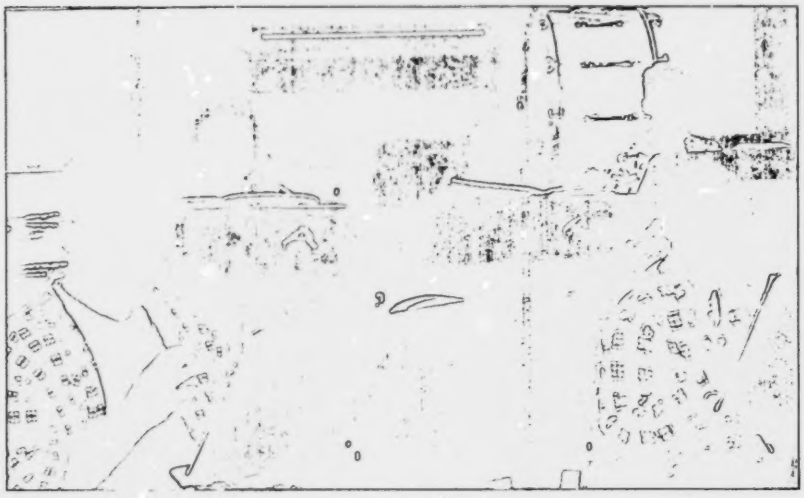
Accountability

History of Charter School Law

The Wisconsin Charter Program was established in 1993 with authorization for 10 school districts to establish up to two charter schools for a total of 20 state wide. Thirteen charter schools were created under this law. In 1995, revisions to that first charter school law gave chartering authority to all school boards statewide and eliminated the cap on the total number of charter schools. In 1997, the state legislature made another revision to the law. This revision gave chartering authority in Milwaukee to the chancellor of the University of Wisconsin-Milwaukee (UWM), to the Milwaukee Area Technical College (MATC), and to the Common Council of the City of Milwaukee.



In the 1998 budget adjustment session, the state legislature made additional changes to the law, allowing for a school district to contract with a cooperative educational service agency (CESA) to operate a charter school as long as it is located within the CESA. Another change requires that a school board receiving a petition to establish a charter school or to convert a nonsectarian private school to a charter school must hold a public hearing on the matter and must consider the fiscal impact of the establishment of the charter. A final change requires the school district in which a charter school is located to determine whether or not the charter school is an instrumentality of the school district. (Instrumentality is defined in the section entitled Legal Status.)

The changes that occurred in the 1991–2001 Biennial Budget revolved around Milwaukee per pupil aids and statewide assessments. In the most recent budget bill signed by the Governor, limited chartering authority was granted to the University of Wisconsin–Parkside. (See appendix B for specific language.)

Sponsorship

School boards in Wisconsin are the primary charter school authorizer in Wisconsin. The Milwaukee Common Council, University of Wisconsin–Milwaukee, Milwaukee Area Technical College, and the University of Wisconsin–Parkside also have chartering authority. With the exception of University of Wisconsin–Parkside, each may establish, sponsor, and operate an unlimited number of charter schools. The chartering entity reviews submitted petitions and reserves complete discretion in granting or denying a petition. The chartering entity must give preference to an applicant who would establish a charter school to serve an at-risk student population. No state appeals process exists for denied petitions; in Milwaukee, denied petitioners may appeal to the Department of Public Instruction (DPI).

Legal Status

In school districts, the school board may determine whether or not the charter school is an instrumentality of the school district in which it is located. If the board deems it an instrumentality, the district employs all personnel for the charter school. If the board determines the charter school is not an instrumentality, the personnel are considered employees of the charter school.

While some charter schools are identified as an instrumentality of the district, the word *instrumentality* is not defined in the charter school law and has had limited use in Wisconsin. The word was initially included in the charter law to ensure continuing eligibility of charter school teachers in the Wisconsin Retirement System. *Instrumentality* as used in the retirement law defines the employer, making it clear that the employing school district is the entity responsible for worker's compensation, insurance, unemployment compensation, employee insurance and benefits, liability for acts of school staff members, and so forth.

A charter school in Milwaukee that receives its charter from the Common Council, University of Wisconsin–Milwaukee, or Milwaukee Area Technical College is not an instrumentality of the Milwaukee Public Schools, and the school board may not employ any personnel for the charter school. However, if the Milwaukee Common Council contracts with an individual or group operating for profit to operate the school, then that charter school is an instrumentality of the Milwaukee Public Schools; the board of education will then employ all personnel for the charter school.

If the chancellor of the University of Wisconsin–Parkside contracts for the establishment of a charter school, the board of regents of the University of Wisconsin System may employ instructional staff for the charter school.

What Charter Schools Can and Cannot Do

Charter schools in Wisconsin are exempt from most state requirements regarding public education. However, teachers in charter schools must be licensed by the DPI. (See Appendix A, Teaching Requirements for Charter Schools.) Also, students in charter schools may be counted for membership in the local school district. State law provides that the charter or contract under which the school operates may be for any term not exceeding five years and may be renewed for one or more terms, again not exceeding five years. This law also stipulates that the charter must describe the methods the school will use to enable pupils to attain the general educational goals listed in § 118.01, Stats. Health and safety requirements, of course, apply to charter schools as well as to all Wisconsin public schools.

Charter schools are not exempt from federal laws governing education or civil rights policies, nor are they exempt from local school board policies unless negotiated in district contracts. This last provision does not pertain to noninstrumentality charter schools.

A charter school cannot charge tuition and must be equally accessible to all students in the school district. Preference in admission must be given to students living within the attendance area of an existing school that is converted to a charter school. Nonresident students may be admitted to charter schools under the Wisconsin public school open enrollment program.

Charter schools may not discriminate on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. The charter school contract must clearly spell out how the school will achieve a racial and ethnic balance among its pupils that reflects the balance in the school district as a whole.

Attendance at a charter school must be voluntary, and the district must provide alternative public education for pupils who do not wish to attend the charter school or who are not admitted to the charter school. This provision also applies should a school board enter into a contract that would result in the conversion of all the public schools in the district to charter schools.

Charter schools receiving federal grant funds are subject to the Nonregulatory Guidance of the Public Charter Schools Program of the U.S. Department of Education. This guidance clearly spells out admission and lottery requirements.

Organization and Governance

Charter schools are free to be creative in setting up their administration and governance structures, so long as parental involvement is demonstrated. Many charter schools break from traditional management models by establishing decision-making boards that include school staff, parents, and area employers. Others have parent and teacher committees that address school needs, such as fundraising and the budget. Others include student representatives in their governing bodies.

Parental involvement and participation are hallmarks of charter schools. While many parents readily volunteer, parental service may not be made a condition of pupil admission.

In many school-within-a-school charters, the administrative structures are similar to traditional public school administrations because districts

share resources such as transportation, food service, accounting and payroll, libraries, special education programs, and special classes like art, music, and physical education.

Teaching Requirements

Generally, the DPI licenses teachers in specific subject areas and at specific grade levels. To give charter schools more flexibility in their staffing, the DPI has created a charter school teaching license to allow licensed teachers to teach any subject or any grade in the charter school. Charter schools can also employ other professionals who are not trained as teachers by using a DPI-issued charter school teaching permit. Applicants for the charter school teaching permit must have either a bachelor's degree in the subject area to be taught or in a related field or formal proof of mastery in the trade they are assigned to teach. Permit holders must be supervised by a fully licensed teacher.

The chief administrator of the chartering authority may request that a charter school teaching permit be granted to an individual hired to perform instructional duties if a search for a qualified, licensed individual is unsuccessful. The charter school teaching permit is valid for one year and can be renewed if the applicant completes six credits in an approved teacher education program. For additional information on charter school teacher licensure, please see the Wisconsin Administrative Code in Appendix A or call Teacher Education and Licensing at the DPI.

Teachers in regular public schools are normally members of the teachers union and are afforded the rights and privileges of the master contract, including enrollment in the Wisconsin Retirement System. The same is true for staff members of a charter school that is formed by and is an instrumentality of the school district.

The staff members of noninstrumentality charter schools, as noted, are not employees of the school district or chartering authority. Thus, they are not eligible to participate in the Wisconsin Retirement System and are not members of the local teachers union.

Funding

Approximately two-thirds of the money that funds K–12 education in Wisconsin comes from state funds raised primarily through state income and sales taxes. The remaining one-third comes from other sources, including property taxes, federal aid, and local fees.

In schools chartered by a school district, the contract or charter determines the amount of funding. In some cases, the district's per-pupil expenditure follows the student as he or she moves from a regular public school to a charter school. In other cases, the charter school functions with less money. This is made possible by locating the charter school within an existing district facility, sharing management costs with the school district, and participating in district services such as transportation, operation, co-curricular activities, psychological services, and food service. The school district counts charter school students on its regular "average daily membership" count for state aid purposes.

In schools chartered by the City of Milwaukee, University of Wisconsin–Milwaukee, Milwaukee Area Technical College, or the University of Wisconsin–Parkside, the amount of funding is determined by state law. Specifically, the law provides that state aid in the amount of the previous year's shared cost per member will be deducted from state aid to the Milwaukee Public Schools and paid directly to the operator of charter

schools which are authorized by UW-Milwaukee, Milwaukee Area Technical College, or the City of Milwaukee. The total amount is based on the number of eligible students attending the charter school.

Several charter schools have received grants and gifts from community, state, and national organizations; foundations; businesses; and private individuals.

Public Charter Schools Program grants also help in the planning and implementation of charter schools in Wisconsin. Grant funds may be used for planning and implementation activities such as professional development, assessment strategies, curriculum development, investments in technology, and, in some cases, renovation of facilities to bring them up to health and safety codes. Grants may generally be used to defray costs not covered by state and local funds, but they may not be used for regular ongoing operational costs of the charter school.

The Wisconsin DPI received a three-year Public Charter Schools Program grant from the U.S. Department of Education covering the period from October 1, 1996, through September 30, 1999. Total funds received in the state exceeded $6.4 million during the three-year period. Ninety-five percent of those funds were immediately awarded in subgrants to charter school planning groups and in start-up funds to charter schools open to serve students. The grant has been reauthorized for the three-year period from October 1, 1999, through September 30, 2002, with the third-year funding authorization rising from $4.4 million to $8.75 million. Information regarding the grant program and application forms may be obtained from the charter school Web site at www.dpi.state.wi.us/dpi/dfm/sms/csindex.html.

Wisconsin's public school districts are operating under strict revenue limits. Therefore, the more successful charter schools are those that have used the flexibility of teacher licensing and the relief from state regulation to operate as an "alternative delivery system," teaching district students without adding a significant number of new staff members.

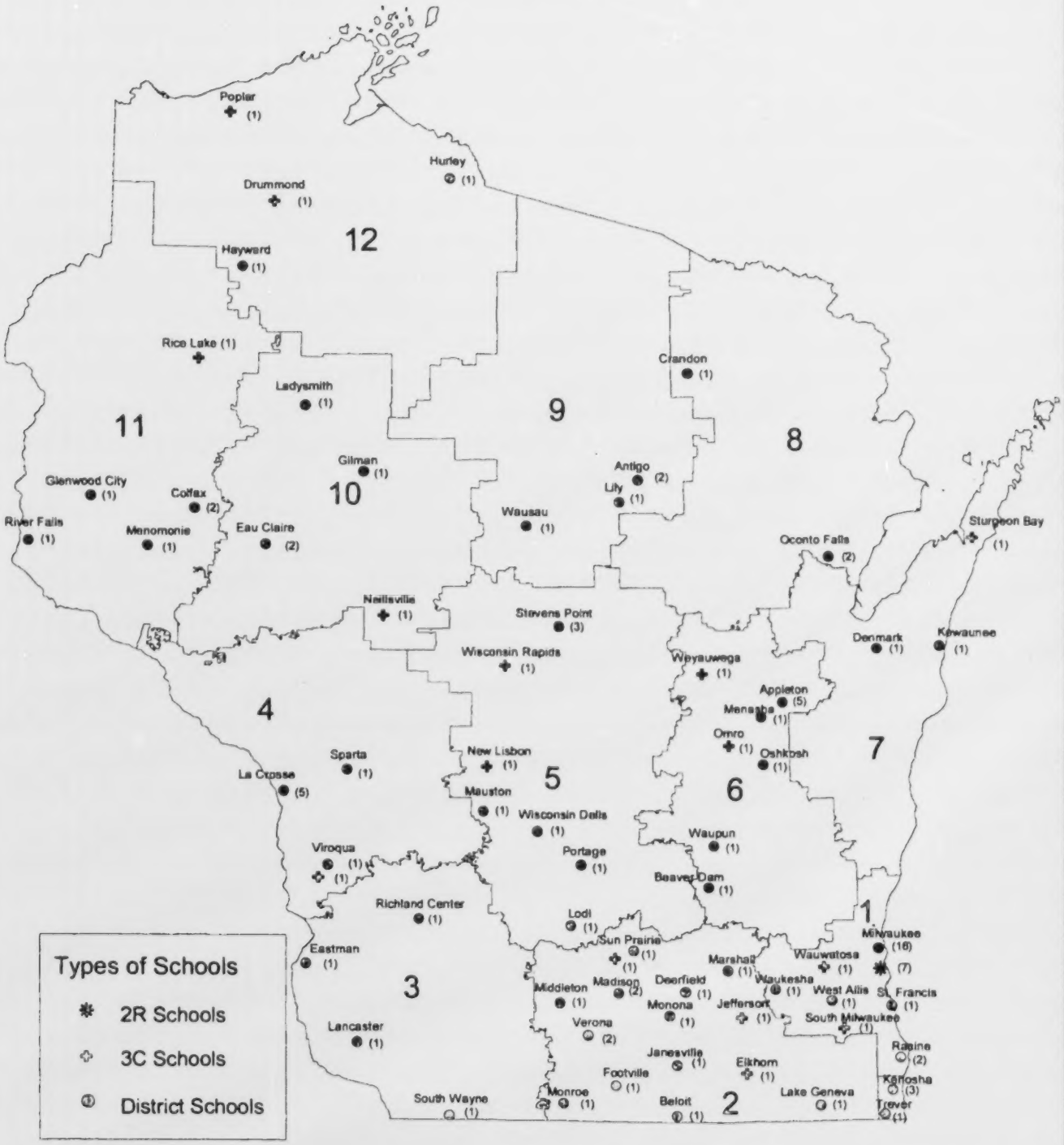
Accountability

Charter schools are assigned individual school codes by the Wisconsin DPI. A charter school is a public school that is exempt from many traditional state and local rules and regulations, thus allowing greater flexibility in their means for achieving student success. In exchange for this flexibility, charter schools are held accountable for reporting the achievement of the high academic standards described in their charters. A charter school that fails to meet these standards risks being closed by its chartering agency, hence the motto of charter schools: Autonomy for accountability.

Pursuant to Wisconsin law, charters may be granted for any term not exceeding five school years and may be renewed for terms not exceeding five years. A charter may be revoked if the chartering entity finds that the charter school violated its contract or failed to comply with generally accepted accounting standards of fiscal management, or if enrolled pupils failed to make sufficient progress in attaining educational goals.

The best charter schools in Wisconsin and across the country balance clear educational goals and expectations with their unique styles and missions. These schools and their chartering entities draw up written agreements specifying the measurable pupil performance indicators they will use and what constitutes progress sufficient to renew the charter. These agreements call for regular reports to the developer and are in place prior to the time the school opens.

Wisconsin Charter Schools by Location 2001-2002



(Grouped by CESA Districts)

Source: Wisconsin Department of Public Instruction

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Wisconsin Charter Schools

(Alphabetized by chartering authority)

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84. Weyauwega-Fremont, Waupaca County Charter School
85. Wisconsin Dells, Kilbourn Academy
86. Wisconsin Rapids, River Cities High School

1. Antigo, Chrysalis Elementary Charter School

Est. 1999

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Chrysalis Elementary Charter School commenced operations on December 6, 1999.

The Chrysalis Elementary Charter School originated with the successful implementation of a grade 7–12 charter. Parents of grade 7–12 students and others in the community expressed interest in the formation of an elementary-level charter dedicated to similar ideals. The mission of the school is to provide personalized thematic instruction that includes computer technology in fine arts education. Educational strategies are designed to address the needs of diverse learners, incorporate knowledge of multiple intelligences, and provide greater opportunities for application of learned concepts.

Three objectives are outlined to assist the school in meeting its goal.

Objective 1: to refine the school's thematic curricular program to meet diverse student learning needs
Objective 2: to acquire necessary instructional equipment and materials that will support successful implementation of the curriculum
Objective 3: to engage in ongoing dialogue with parents of elementary-age children to identify and develop strategies to address their unique learning needs

2. Antigo, Chrysalis Family Charter School

Est. 1998

931 Tenth Avenue
Antigo, WI 54409
Judi Ingison
(715) 623-0761
jing@antigoschools.k12.wi.us

Unified School District of Antigo
Lance Alwin, District Administrator
120 South Dorr Street
Antigo, WI 54409
(715) 627-4355
lalwin@antigoschools.k12.wi.us

The Chrysalis Family Charter School opened its doors in December 1998 to serve 10 students in grades 7 through 12. The school emerged as a hybrid between home schooling and public schooling and was designed by parents, community members, and educators. Using learner needs as a guide, the team created a list of educational strategies that incorporate the science of learning.

The charter school targets students who are not currently enrolled in school and who seek more personalized education. The staff recognizes the uniqueness of each child and develops educational plans respectful of individual needs, skills, goals, and interests. Students take responsibility for their own education, acquire lifelong learning skills, excel in areas of special interest, and pursue an education that can be tailored to their unique learning styles.

To meet these goals, the charter school designed its program around five major program components: academics emphasizing technology, community service learning, community mentor projects, walkabouts, and character education.

3. Antigo, Lily Community Charter School

Est. 2000

N7526 School Road
Lily, WI 54491
Sandra Gallagher
(715) 484-3030
sgallagh@antigoschools.k12.wi.us

Unified School District of Antigo
Lance Alwin, District Administrator
120 South Dorr Street
Antigo, WI 54409
(715) 627-4355
lalwin@antigoschools.k12.wi.us

The Lily Community Charter School currently operates in the Unified School District of Antigo. The attendance area, which is essentially Langlade Township, is an isolated rural area in the northeast corner of the Antigo School District, about 22 miles from Antigo. The Lily School finished the 1999–2000 school year with 26 students in grades K–6. There are two full-time teachers with a grade K–2 room and a grade 3–6 room. The current educational delivery system features team teaching, cooperative learning, and individualized programming in a very inclusive setting.

There is programming for preschoolers as well as adults and senior citizens as part of the total community school concept. The school is open to students outside the current Lily attendance area in the Antigo School District and in other school districts through open enrollment.

4. Appleton Central Alternative School

Est. 1996

120 East Harris Street
Appleton, WI 54913
LuAnn Coenen
(920) 832-6132
coehenluann@aasd.k12.wi.us

Appleton Area School District
Thomas Scullen, District Administrator
P.O. Box 2019
Appleton, WI 54912-2019
(920) 832-6126
scullenthomas@aasd.k12.wi.us

Appleton Central serves 111 at-risk youths in grades 10 through 12. These students have problems that cannot be dealt with in a traditional school setting or its at-risk programs. ACAS provides an alternative method of continued learning in an atmosphere that is sensitive and suited to the intellectual, physical, and social development of the students. Students get a clear explanation of the expectations, and a new opportunity to practice, learn, and perform.

5. Appleton Community Learning Center

Est. 2000

120 East Harris Street
Appleton, WI 54913
LuAnn Coenen
(920) 832-6132
coehenluann@aasd.k12.wi.us

Appleton Area School District
Thomas Scullen, District Administrator
P.O. Box 2019
Appleton, WI 54912-2019
(920) 832-6126
scullenthomas@aasd.k12.wi.us

The Appleton Community Learning Center is a developmentally responsive charter school for middle school adolescents, ages 12 through 15, providing individualized learning in an alternative setting for adolescents seriously at risk of dropping out of school. It also provides student and parent programs that aim to reduce family stress, develop closer bonds, and enhance parenting skills while addressing other issues based on individual needs.

This highly structured personalized training program for middle school students and their parents has specific and measurable objectives, including building self-esteem; developing academic and social skills; and promoting character development, parenting skills, family bonding, and drug- and crime-avoidance techniques. The student and parent programs take place during the school day and in the evening. There is an expectation that parents will be active participants in their child's educational program. Participation includes monthly parent meetings and periodic teacher conferences. Staff members work closely with students' families to encourage follow-through of any suggested recommendations. In addition, the Appleton Community Learning Center offers students ongoing activities to increase their social competence, interpersonal skills, and self-esteem. The school helps develop good citizenship by providing opportunities for service learning.

6. Appleton, Classical Charter School

Est. 1999

1125 East Taft Avenue
Appleton, WI 54915
Jane Stewart
(920) 832-4968
stewartjane@aasd.k12.wi.us

Appleton Area School District
Thomas Scullen, District Administrator
P.O. Box 2019
Appleton, WI 54912-2019
(920) 832-6126
scullenthomas@aasd.k12.wi.us

The Classical Charter School opened in 1999 to serve students in kindergarten through sixth grade, with planned expansion to serve students through eighth grade over the next two years. The school's curriculum emphasizes early foreign language development, core knowledge, and direct instruction.

The school also emphasizes character development and a discipline model based on student awareness of their behavior, reasonable rules, and realistic consequences.

The school is governed by a site-based council that includes the principal, three Classical Charter School Association board members, two teachers, and one parent.

7. Appleton, Magellan Middle School

Est. 2000

P.O. Box 2019
Appleton, WI 54912
Paula Sween
(920) 832-4604
sweenpaula@aasd.k12.wi.us

Appleton Area School District
Thomas Scullen, District Administrator
P.O. Box 2019
Appleton, WI 54912-2019
(920) 832-6126
scullenthomas@aasd.k12.wi.us

The Magellan Middle School opened in August 2000 with 20 seventh-grade students. In the 2000–2001 school year, the program expanded to include seventh- and eighth-grade students. The school is designed to meet the needs of middle school students who are highly gifted, and who need fast-paced instruction and a more rigorous curriculum.

A detailed curriculum has been developed around five core subjects with science, communication arts, and social studies being integrated as much as possible. This curriculum gives students a foundation for taking advanced course work at the high school.

8. Appleton, Renaissance School for the Arts

Est. 2000

610 North Badger Avenue
Appleton, WI 54914
Michael Daehn
(920) 832-4104
daehnmichael@aasd.k12.wi.us

Appleton Area School District
Thomas Scullen, District Administrator
P.O. Box 2019
Appleton, WI 54912-2019
(920) 832-6126
scullenthomas@aasd.k12.wi.us

The Renaissance School for the Arts (RSA), provides students with a learning atmosphere in which immersion in the arts is the norm. Student artists develop the skills and attitudes that contribute to artistic understanding and learning through the arts. This arts-oriented approach to curriculum delivery recognizes the uniqueness of the individual while promoting artistic and academic excellence.

All courses are taught as college preparatory courses with an option for the student who may not be college-bound. The delivery of the academic curriculum in the charter school environment of the RSA is grounded in a combination of elements from the one-room schoolhouse, block scheduling, and Web-enhanced courses.

9. Beaver Dam Charter School

Est. 1995

400 East Burnett Street
Beaver Dam, WI 53916
Don Smith
(920) 885-7312
smithd@beaverdam.k12.wi.us

Beaver Dam School District
Brian Busler, District Administrator
705 McKinley Street
Beaver Dam, WI 53916
(920) 885-7300
buslerb@beaverdam.k12.wi.us

Beaver Dam Charter School is a district-initiated school, serving up to 150 at-risk students. Enrollment for the 1998–1999 school year included 136 students in grades 7 through 12. In the charter school environment, these students seem to flourish. Attendance among students moving from the regular school to the charter school has improved from 54 percent to 80 percent.

Student admission is based on attendance records, academic records, and behavioral and psychological needs. Students may refer themselves or be referred by parents, employers, or friends.

The Beaver Dam Charter School's goal is to assist students in becoming valuable members of the community through three major program components: academics, personal and social skill development, and employability skills.

10. Beloit, Knight's Academy

Est. 1999

1225 4th Street
Beloit, WI 53511
Twyla Johnson
(608) 361-3111

Knight's Academy opened in 1999 with 45 students, ages 16 through 18. The charter school targets credit-deficient students in high school for retention in school. The goal of the program is for students to develop positive attitudes about themselves, their abilities, and their future.

Specific objectives of the charter school include helping students to master basic skills such as reading, writing, mathematics, and problem solving.

tjohnson@sdb.k12.wi.us

School District of Beloit
Bette Lang, District Administrator
Kolak Education Center
1633 Keeler Ave.
Beloit, WI 53511
(608) 361-4017
blang@sdb.k12.wi.us

Students should also master basic employability skills that will make them productive members of society. To achieve these objectives, staff members employ an alternative curriculum, instructional strategies, and methods of assessment that reflect an understanding of students' needs and how those needs affect the way they learn. Another objective is to promote family and community agencies as partners in learning. Through these objectives, students will acquire self-evaluation, goal-setting, and practical-life skills that allow them to develop a vision for the future.

11. Black Hawk, E*X*C*E*L* Charter School-South Wayne

Est. 2000

P.O. Box 303
South Wayne, WI 53587
Robert McNallie
(608) 439-5444
mcnrob@blackhawk.k12.wi.us

School District of Black Hawk
Thomas I. Wilkins, District Administrator
P.O. Box 303

E*X*C*E*L* Charter School opened in 2000 to provide an alternative educational environment that is committed to meeting individual needs by enhancing students' self-respect through accountability, community involvement, and academics.

The E*X*C*E*L* Charter School employs a multi-grade, cooperative learning approach to education. It was founded with the idea that kids learn best when they are actively involved in the process. This school accepts students for grades 5–12 and is open to all types of learners. The only stipulation is that the child be willing to work independently toward agreed-upon goals. Students must apply to the school and are accepted after an interview with both student and parents. The charter limits enrollment to 12 full-time students.

The charter school serves as a school within a school for the high school students and students have the option of earning credits toward a regular Black Hawk High School diploma or toward an E*X*C*E*L* Charter School diploma.

12. Colfax, Academic Center—High School

Est. 1998

601 University Avenue
Colfax, WI 54730
James Kiesow
(715) 962-3155
jrkiesow@colfax.k12.wi.us

Colfax School District
Lee P. Bjurquist, District Administrator
601 University Avenue
Colfax, WI 54730
(715) 962-3773
lpbjurqu@colfax.k12.wi.us

The Academic Center opened in the fall of 1998 as a school within a school, offering a nontraditional approach to education for 20 students in grades nine through twelve. The charter school served a total of 29 students in the 1998–1999 school year by keeping its 20 available slots filled at all times.

The Academic Center is a school of choice committed to creating the most productive learning environment, teaching students through their strongest sensory modality, developing academic skills, incorporating behavior formation and elimination techniques, and striving to overcome the failure syndrome. Students learn that success is a process. The school's primary goal is to assist all students in realizing their maximum potential in order to become productive citizens.

13. Colfax, Academic Center—Middle School

Est. 1999

601 University Avenue
Colfax, WI 54730
James Kiesow
(715) 962-3155
jrkiesow@colfax.k12.wi.us

Colfax School District
Lee P. Bjurquist, District Administrator
601 University Avenue
Colfax, WI 54730
(715) 962-3773
lpbjurqu@colfax.k12.wi.us

This charter school serves 20 at-risk students in grades 6 through 8. These students have a history of unacceptable behaviors, including low academic achievement, disruptive classroom conduct, and poor attendance. The charter school gives these students new opportunities for academic and social success.

The curriculum focuses on the core subject areas of mathematics, science, language arts, social studies, social skills, and self-management skills. The school aims to create a self-contained learning environment where academic and behavioral accountability are valued and expected.

14. Crandon Alternative Resource School

Est. 2000

P.O. Box 310
Crandon, WI 54520
John Gruber
(715) 478-3713
grubejoh@crandon.k12.wi.us

School District of Crandon
Thomas R. Thielke, District Administrator
P.O. Box 310
Crandon, WI 54520
(715) 478-3339
thieltho@crandon.k12.wi.us

The Crandon Alternative Resource School is an innovative educational program designed to serve at-risk youth ages 12–18 who have experienced limited success in the traditional school setting of Crandon Middle and High School and its present at-risk programs. The Crandon Alternative Resource School is designed to create an environment that will promote academic, social, physical, and emotional development for students most at risk in the School District of Crandon. It provides an educational environment in an atmosphere sensitive to the needs of individual at-risk students, but focuses on changing negative approaches to education to positive approaches leading to success.

Programs are created on an individual basis to accommodate the needs and interests of nontraditional learners. The program is designed to place emphasis on the development of programs for individual students leading to the fulfillment of the compulsory education requirements and high school graduation or equivalency.

15. Deerfield, Life Education and Preparation Program (LEAPP)

Est. 1996

300 Simonson Boulevard
Deerfield, WI 53531-0288
Barb Noll
(608) 764-5431
nollb@deerfield.k12.wi.us

Deerfield Community School District
Ruthann Faber, District Administrator
300 Simonson Boulevard
Deerfield, WI 53531-0288
(608) 764-8261
faberr@deerfield.k12.wi.us

LEAPP currently serves 15 students, most of whom are at-risk students dealing with issues that include stress and anger management and lack of motivation, pride, and respect. The school philosophy is built on the principles of respect, care, and support, high expectations, and the opportunity to participate. The smallness of the school is a guarantee of support and individual attention. LEAPP's staff recognizes that the traditional school setting does not meet some students' educational needs. They feel it is their mission to provide an environment that promotes these students' social, emotional, academic, and vocational growth.

The charter school is located in the high school building but is autonomous in terms of program goals, staff, and policies. One teacher and one program aide run the program, with assistance from the social worker, counselor, and support staff at the regular high school. Being a school within a school means that charter school students have access to facilities like the gymnasium and the home economics rooms.

16. Eau Claire, McKinley Charter School

Est. 1995

1266 McKinley Road
Eau Claire, WI 54703
Holly Hart
(715) 839-2831
hhart@ecasd.k12.wi.us

Eau Claire Area School District
William Klaus, District Administrator
500 Main Street
Eau Claire, WI 54701-3770
(715) 833-3465
wklaus@ecasd.k12.wi.us

McKinley Charter School has an enrollment of 107 students from the Eau Claire and Altoona school districts. The school serves two types of students. The first type includes students in grades 6 through 12 who are risking or returning from expulsion and out-of-community placement. These students pursue a credit diploma. The school also serves seniors with fewer than 13 credits who cannot meet the requirements of the districts' competency-based program.

These two services provided at McKinley Charter School are beyond the credit remediation programs provided by the district. Students who request services from and are accepted into the charter school are students for whom all other regular education, exceptional education, and at-risk programs have not been or would not be appropriate. They often find themselves having difficulty at home or in the community. Many have experienced everything from abuse, violence, and drugs to gang involvement. These are students who cannot function safely in a regular school setting.

17. Eau Claire, Technology Charter School

Est. 1999

500 Main Street
Eau Claire, WI 54701
Holly Hart
(715) 833-3403
hhart@ecasd.k12.wi.us

Eau Claire Area School District
William Klaus, District Administrator
500 Main Street
Eau Claire, WI 54701-3770
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wklaus@ecasd.k12.wi.us

The mission of the Chippewa Valley Technology Charter School is to empower capable high school students to explore and acquire competencies in emerging technologies and to attain graduation, certification, *and* or *or* an advanced degree in an environment of academic rigor and real-life application. The school opened on December 9, 1999, with an enrollment of 24 students.

The target population is made up of students with a demonstrated interest in and an aptitude for technology. The goals of the five-year plan include expansion to allow students to (1) explore or master a specific technology; (2) complete credit and certification courses; (3) secure dual credit, certification, or advanced standing at a post-secondary institution; and (4) move seamlessly from the high school to the world of work, the military, or post-secondary training.

18. Elkhorn, Walworth County Educational Consortium Alternative High School

Est. 1999

400 County Highway H
Elkhorn, WI 53121
Jerry Hawver
(262) 741-8352
hawverj@gateway.tec.wi.us

Elkhorn Area School District
Gregory Wescott, District Administrator
3 North Jackson Street
Elkhorn, WI 53121
(262) 723-3160
wescgr@elkhorn.k12.wi.us

The Walworth County Educational Consortium Alternative High School (WCEC) began operation in 1987 as a collaborative effort of the school districts of Delavan-Darien, Elkhorn, Lake Geneva, Walworth-Big Foot, and Williams Bay, along with the Walworth County Handicapped Children's Education Board (Lakeland), and Gateway Technical College. When the school chartered in 1999, it expanded its existing alternative program for at-risk students in the eleventh and twelfth grades to include ninth- and tenth-graders. A secondary focus of the charter school is to create an alternative educational opportunity for students expelled from the consortium high schools. WCEC is located on the campus of Gateway Technical College in Elkhorn.

19. Glenwood City, Transitional Skills Center

Est. 2000

P.O. Box 339
Glenwood City, WI 54013
Jackie Steinhoff
(715) 265-4266
steinjac@gcsd.k12.wi.us

School District of Glenwood City
Dean Sanders, District Administrator
P.O. Box 339
Glenwood City, WI 54013
(715) 265-4757
sandedea@gcsd.k12.wi.us

The Transitional Skills Center of Glenwood City is designed for those students who have not found success in the regular high school. The center provides an environment that promotes the academic, personal, and social; independent living; positive decision making; goal setting; career exploration; employability; and wellness for life to assist students in becoming self-sufficient contributing members of society.

The program components include a commitment to basic skill instruction for those students deficient in this area, independent study, and active parent involvement. Parents and students are required to meet twice a year, if not more, to set goals, be kept appraised of particular activities that have taken place since the last informational session, learn about their child's progress, and celebrate achievement.

The latitude and flexibility granted by the charter status allow a great deal of decision making to be done by the Transitional Skills Center.

20. Hamilton-Sussex, Passage Middle School, Wauwatosa

Est. 2000

9501 Watertown Plank Road
Wauwatosa, WI 53226
Heidi Thuli
(414) 546-3000, Ext. 437
hthuli@cesa1.k12.wi.us

Hamilton School District
Kathleen Cooke, District Administrator
W220 N6151 Townline Road
Sussex, WI 53089
(262) 246-1973
cookeka@hamiltondist.k12.wi.us

CESA 1
2930 South Root River Parkway
West Allis, WI 53227-2924
Timothy Gavigan
(414) 546-3000, Ext. 422
tgavigan@cesa1.k12.wi.us

Passage Middle School is a collaborative effort of several school districts in the CESA 1 region. The Hamilton School District Board holds the charter and has contracted with CESA 1 to administer the program in all aspects of operation. Districts participating and purchasing seats in the project are Brown Deer, Hamilton, Menomonee Falls, Shorewood, Greenfield, Franklin, Cudahy, Hartford, and Wauwatosa. Passage Middle School officially opened its doors to students in August 2000.

Passage Middle School's purpose is to provide a meaningful alternative learning program for at-risk middle school students identified as severely disenfranchised, from multiple districts within CESA 1.

21. Hurley, Dr. Joseph Lalich Charter School

Est. 2000

5503 West Range View Drive
Hurley, WI 54534
Kathleen Miller Bolander
(715) 561-4900, Ext. 309
millerbo@hurley.k12.wi.us

Hurley School District
Stuart Waller, District Administrator
5503 West Range View Drive
Hurley, WI 54534
(715) 561-4900
waller@hurley.k12.wi.us

The Dr. Joseph Lalich Charter School serves grades 6 through 12 in the Hurley School District enrolling students who are gifted and talented, at-risk, and behaviorally challenged. The Dr. Lalich Charter School has provided the northern Wisconsin school district with the opportunity to plan and implement a full-service, technology-based alternative education program for those students whose needs are not being fully met in the traditional education setting.

The main goal of the Dr. Lalich Charter School, an autonomous school within a school, is to provide an enriching environment in which a student can achieve a high school diploma, work in the community toward high school credit, or receive a GED equivalence while enhancing their desire to learn. Students also learn essential life skills, such as study skills, social skills, and work skills.

The charter school strengthens work ethic and improves self-esteem in the students. On campus, students experience hands-on learning with an on-campus TV and recording studio and Internet programming. Community members may also seek their GED through this track of education.

Staffing includes a full-time, alternative education teacher, gifted and talented teachers, special education teachers and staff teaching specific charter classes.

22. Janesville, Rock River Charter School

Est. 1998

31 West Milwaukee
Janesville, WI 53545
Marge Hallenbeck
(608) 743-5079
mhallenbeck@janesville.k12.wi.us

School District of Janesville
Thomas Evert, District Administrator
527 South Franklin
Janesville, WI 53545
(608) 743-5050
tevert@janesville.k12.wi.us

The Rock River Charter School serves 66 at-risk students in grades 9 through 12 who are not finding success in the traditional school setting. The charter school is located in its own facility, a storefront in downtown Janesville. The neutral off-site location is considered ideal for the targeted population of students who often feel alienated at a regular high school. The location alone has improved students' attitudes toward education, which translates into increased student success, better attendance, and a smoother transition to the adult world.

This alternative school recognizes that not all students learn in the same way. Innovative curriculum and delivery methods are utilized to reach all students.

The school has two components. The first component is a high school diploma program for students in grades 9 through 12; the second serves school-age parents and pregnant teens.

23. Jefferson County Alternative School-Watertown

Est. 2000

825 Endeavour Dr.
Watertown, WI 53098
Joan Meidel
(920) 262-1480
meidelj@watertown.k12.wi.us

School District of Jefferson
R. Scott Pierce, District Administrator
206 South Taft Avenue
Jefferson, WI 53549
(920) 675-1010
spierce@intacess.com

CESA 2
448 East High Street
Milton, WI 53563
Karen Sanders
(608) 758-6232, Ext. 316
ksander1@cesa2.k12.wi.us

Jefferson County Alternative School (JCAS) educates students in grades 9–12. At JCAS the curriculum is composed of interactive technology coursework via distance education, interactive, self-directed computer software, and other materials necessary to meet individual student needs.

Jefferson County Alternative School is designed around specific program objectives that reengage students in the learning process and help them realize that education is practical and functional to everyday living. Alternative approaches to instruction are key. The overall purpose of the program is for each student to become a more responsible and productive member within our communities.

24. Kenosha, The Brompton School

Est. 1997

1011 Washington Road
Kenosha, WI 53140
Patricia Jones
(262) 652-1339
pjones@kusd.edu

The Brompton School began operating in the fall of 1997 and now serves 105 students in kindergarten through sixth grade. This charter school seeks to serve the students who might be "lost in the middle" because they are not otherwise identified for exceptional abilities or disabilities. Brompton seeks to give the average elementary student the optimal educational opportunity through an accelerated basic-skills curriculum.

Kenosha Unified School District 1
Joseph T. Hentges, District Administrator
P.O. Box 340
Kenosha, WI 53141
(262) 653-6320
jhentges@kusd.edu

Brompton is a school of choice located in the Saint Casimir Parish School building. The Brompton School is a strictly nonsectarian school where values like community service, responsibility, and respect are embraced.

25. Kenosha, Dimensions of Learning Academy

Est. 2000

6218 25th Avenue
Kenosha, WI 53143
Diana Pearson
(262) 605-6849
dpearson@kusd.edu

Kenosha Unified School District 1
Joseph T. Hentges, District Administrator
P.O. Box 340
Kenosha, WI 53141
(262) 653-6320
jhentges@kusd.edu

The Dimensions of Learning Academy is a standards-based school of choice focusing on lifelong learning in Kenosha Unified School District 1, serving up to 195 students in kindergarten through eighth grade. The school began operation in the 2000–2001 school year. The student population is diverse and includes special-needs students.

The integrated use of reasoning skills in this standards-based school implements schoolwide the instructional model, *Dimensions of Learning*. The model is designed to translate research into a practical classroom application to improve teaching and learning in any content area.

Two unique programs, Dimensions Extensions and Dimensions Connections, further define the organizational and management structures of the school. The Dimensions Extensions program is extended before- and after-school programming for the Dimensions of Learning Academy. Dimensions Connections organizes the parental involvement for the entire school program. The parental involvement for this school is organized as an integral part of the school's design.

The goal is implementation of a curriculum based upon integration of reasoning skills coupled with the targeting of student acquisition of academic as well as lifelong learning standards.

26. Kenosha, Paideia Charter School Academy

Est. 1997

5821 10th Avenue
Kenosha, WI 53140
Ellen Becker
(262) 658-4540
ebecker@kusd.edu

Kenosha Unified School District 1
Joseph T. Hentges, District Administrator
P.O. Box 340
Kenosha, WI 53141
(262) 653-6320
jhentges@kusd.edu

Paideia Academy is a school of choice, serving up to 75 students in grades 6 through 8 in Kenosha Unified School District 1. The school began operation in the 1997–1998 school year, serving only seventh- and eighth-graders. It expanded to include sixth-graders with the start of the 1998–1999 school year. The school rents space from St. James, a Catholic school located near downtown Kenosha.

Paideia is a curriculum philosophy, and the Paideia Academy is the first school in Wisconsin to implement this approach. Instruction is accomplished through three techniques—didactic, coaching, and seminar—and aims to use Socratic questioning and critical thinking to link problem-solving strategies to real-life situations.

27. Kewaunee, Lakeshore Alternative High School

Est. 2000

915 Second Street
Kewaunee, WI 54216
Barb Lundgren
(920) 388-4558
blundgren@kewaunee.k12.wi.us

Kewaunee School District
Barb Lundgren, District Administrator
915 Second Street
Kewaunee, WI 54216
(920) 388-3230
blundgren@kewaunee.k12.wi.us

On August 30, 2000 the doors of Lakeshore Alternative High School opened to serve at-risk students from the school districts of Kewaunee and Algoma. The charter school is a joint venture between these two districts and serves approximately twenty students. The primary purpose of the alternative educational program is to provide an environment that assists students in successfully completing high school.

Technology is the key tool in delivering instruction. Community service and school-to-work initiatives supplement instruction. Upon reaching individualized goals, students graduate from their respective high schools or are reintegrated into their high school programs.

28. La Crosse, Alternative Education Charter School

Est. 2000

Central High School
1801 Losey Boulevard
La Crosse, WI 54601
Helen Perlich
(608) 789-7900
hperlich@mail.sdlax.k12.wi.us

Logan High School
1500 Ranger Drive
La Crosse, WI 54603
Larry Myhra
(608) 789-7700
tdowns@mail.sdlax.k12.wi.us

School District of La Crosse
Thomas Downs, District Administrator
807 East Avenue South
La Crosse, WI 54601
(608) 789-7628

On June 5, 2000, the Board of Education granted charter school status to the District's Alternative Education Program. The four charter school classrooms have an enrollment of approximately 25 students each, for a total enrollment of 103 students. The school serves students who exhibit behaviors such as truancy, credit deficiency, poor academic performance, inappropriate classroom behavior, lack of workplace ethics, and problems at home or in the community. The school positively modifies student conduct in the areas of attendance, behavior, and academic achievement by incorporating a one-room schoolhouse atmosphere, leadership training, real-world academic application, immediate and concrete rewards and consequences for choices, academic credit for work experience, and individualized graduation plans.

29. La Crosse, Coulee Montessori

Est. 1998

901 Caledonia Street
La Crosse, WI 54603-2616
Harvey Witzenburg
(608) 789-7685
hwitzen@mail.sdlax.k12.wi.us

School District of La Crosse
Thomas Downs, District Administrator
807 East Avenue South
La Crosse, WI 54601
(608) 789-7628
tdowns@mail.sdlax.k12.wi.us

Coulee Montessori welcomed its first classes in August of 1998 as the first public Montessori school in western Wisconsin. The school serves 25 students in two multi-age classrooms: one Children's House classroom for five-year-olds and one Elementary classroom for six-, seven-, and eight-year-olds. The charter school plans to add another multi-age classroom for grades 4 through 6 as their current student population progresses.

Coulee Montessori is co-located with Jefferson Elementary School in a low-income area of La Crosse. Much of the population is of Hmong descent, and many of the children have parents who do not speak English. Coulee Montessori has a translator available to parents and advertises on the local Hmong radio station in an effort to achieve cultural diversity in the school. The school is truly an asset to the neighborhood, making Montessori education available to a public that wouldn't normally have access to it.

30. La Crosse, Medical Partnership at Lincoln Middle School

Est. 2000

510 South 9th Street
La Crosse, WI 54601
Tucky Skemp
(608) 789-7780
tskemp@mail.sdlax.k12.wi.us

School District of La Crosse
Thomas Downs, District Administrator
807 East Avenue South
La Crosse, WI 54601
(608) 789-7628
tdowns@mail.sdlax.k12.wi.us

In an effort to increase learning for all students, the Medical Partnership charter school provides integrated thematic and experiential instruction based largely on a medical theme. The program stresses math and science, but includes all curricular areas and follows the School District of La Crosse curriculum.

In the year 2000, the School District of La Crosse granted a charter to the Medical Partnership to make changes in curriculum, staffing, scheduling, and instructional techniques. The program operates under a block schedule to provide time for field learning experiences in the community.

The Medical Partnership charter school has an extended school year. Students are required to attend a one-week summer program. The main focus of this program is to learn how to use the technology tools that are a major part of the daily learning program during the school year. Schedule changes include utilizing a block schedule, changing the passing time for

students, providing the Language Arts and Visual Arts team teaching period, using the Resource period as part of the academic block, and integrating the goals of the Teacher-Advisee (TA) program into the daily program.

31. La Crosse, School of Technology and Arts (SOTA)

Est. 1995

1307 Hayes Street
La Crosse, WI 54603
Jacque Durnford
(608) 789-7760
jdurnfor@mail.sdlax.k12.wi.us

School District of La Crosse
Thomas Downs, District Administrator
807 East Avenue South
La Crosse, WI 54601
(608) 789-7628
tdowns@mail.sdlax.k12.wi.us

The School of Technology and Arts (SOTA) opened its doors in August 1995 as an elementary school of choice. SOTA currently serves 92 students in kindergarten through fifth grade whose families believe in the curriculum's technology and arts emphasis. Roosevelt Elementary School houses the charter school and provides transportation, administrative resources, and food service.

SOTA schools follow the district's curricula, school calendar, and testing programs, and are organized around five major constructs:

- multi-age, nongraded, continuous-progress classrooms;
- assessment by performance, product, *and or* demonstration;
- customized educational programming options;
- emphasis on the arts and technology; and
- joint staff-parent school governance.

32. La Crosse, School of Technology and Arts II (SOTA II)

Est. 1997

1900 Denton Street
La Crosse, WI 54601
Glen Jenkins
(608) 789-7670
gjenkins@mail.sdlax.k12.wi.us

School District of La Crosse
Thomas Downs, District Administrator
807 East Avenue South
La Crosse, WI 54601
(608) 789-7628
tdowns@mail.sdlax.k12.wi.us

SOTA II began operation in the fall of 1997 as a middle school of choice and currently serves 36 students, ages 11 to 14. Longfellow Middle School houses this charter school. SOTA and SOTA II staff work closely to ensure continuity between the programs.

Studies link the active learning of an art form to increased student motivation and the ability to learn other skills like reading, mathematics, and writing. Research has also linked participation in the arts to such positive outcomes as increased student participation in community service and appreciation of cultural differences. Similar research indicates that a wide range of computer technologies support the development of advanced thinking, analyzing, and synthesizing skills.

SOTA II uses technology and the arts as tools for integrating learning of core subjects into thematic units. This method of curriculum delivery takes into account individual student interest and skills and allows students a different way to show their learning.

SOTA II extends the learning experience of the SOTA I program to emphasize the importance of social and emotional learning, community building, and teamwork.

33. Lac du Flambeau, Leadership Academy Charter School

Est. 1999

2899 Highway 47
Lac du Flambeau, WI 54538
Richard Vought
(715) 588-3838
ldf.k12.wi.us

Lac du Flambeau School District #1
Richard Vought, District Administrator
2899 Highway 47
Lac du Flambeau, WI 54538
(715) 588-3838
ldf.k12.wi.us

Leadership Academy Charter School, located on the Chippewa Indian Reservation, began the 1999–2000 school year with 17 at-risk students in grades 4 through 8, doubling their enrollment of 1998–1999 and expanding by two grades. The school's mission is to help these students free themselves of low self-esteem, poor grades, delinquency, truancy, unacceptable behavior, and related risk factors. Students are taught the critical-thinking and decision-making skills needed to perform to potential.

In order to be considered for Leadership Academy Charter School, students must show a strong desire to be part of the school. Participation is viewed as a privilege. Leadership Academy Charter School focuses on three main program components: academics, service learning, and character development.

34. Lake Geneva, Badger Career Campus

Est. 2000

220 South Street
Lake Geneva, WI 53147
Brad Haag
(262) 348-2000, Ext. 2351
brad.haag@badger.k12.wi.us

Lake Geneva-Genoa City UHS District
James Gottinger, District Administrator
208 South Street
Lake Geneva, WI 53147
(262) 348-1000, Ext. 1001
jimgottinger@badger.k12.wi.us

Badger Career Campus opened in the year 2000. It is committed to preparing students in a participative atmosphere, with unique experiences for continuing education, qualified entry into the workplace, and responsible citizenship by providing broad-based classes stressing communication, group work, real-life experiences and positive role models in a unique and challenging learning enrichment.

Besides the brain-based educational approaches and techniques, Badger Career Campus goals are to provide students with the following:

- Advanced technical skills for direct entry into the workforce
- Advanced military standing
- Advanced standing in an adult apprenticeship
- Advanced placement at a technical college
- Advanced placement at a four-year university

35. Lancaster Academy

Est. 1997

806 E. Elm St.
Lancaster, WI 53813-1599
Dennis Donar
(608) 723-5163, Ext. 408
donard@lancastersd.k12.wi.us

Lancaster Community School District
Tom Benson, District Administrator
925 West Maple Street
Lancaster, WI 53813-1599
(608) 723-2175
bensont@lancastersd.k12.wi.us

Lancaster Academy is an alternative school for at-risk students in grades 7 through 12. Lancaster is a rural southwest Wisconsin community that has, in recent years, experienced gang activity. When five students were expelled from their regular education classes for bringing weapons to school, the need for an alternative was clear. Lancaster Academy is an alternative to expulsion, providing basic academics and promoting the development of responsible habits.

Lancaster Academy operates on the premise that the purpose of school is to educate and to help all children reach their maximum level of performance. The charter school is committed to teaching students to master essential academic skills and to develop personal skills and attitudes necessary for successful life pursuits through three program components: academics, social development, and work experience or service learning.

36. Lodi Charter School

Est. 2000

1100 Sauk Street
Lodi, WI 53555
Elaine Plank
(608) 592-3851
plankel@lodi.k12.wi.us

School District of Lodi
Michael Shimshak, District Administrator
115 School Street
Lodi, WI 53555
(608) 592-3851
shimsmi@lodi.k12.wi.us

The mission of the Lodi Charter School is to create an educational environment that prepares students to meet the challenges of the future. The belief is that all students have the ability to learn but not all students learn in the same way. The charter school will maintain the integrity of obtaining the academic skills necessary to be successful while at the same time addressing the personal and social needs that are unique to the at-risk student and are difficult to address in a traditional setting.

The Lodi Charter School has two strands. The first strand, the Transitions strand, addresses the transition needs of students moving from eighth to ninth grade. The second strand, the Graduate strand, addresses the needs of students who are credit-deficient in any area and allows them the opportunity to make up those credits. Lodi Charter School is housed within the high school.

37. Madison, Affiliated Alternatives

Est. 1995

15 South Brearly Street
Madison, WI 53703
Lynn Bailey
(608) 204-4223
lbailey@madison.k12.wi.us

Madison Metropolitan Schools
Art Rainwater, District Administrator
545 West Dayton Street
Madison, WI 53703
(608) 663-1583
arainwater@madison.k12.wi.us

The Affiliated Alternatives charter school, one of Wisconsin's largest, serves up to 350 at-risk students in grades 7 through 12 in six separate programs. Affiliated Alternatives utilizes "town meetings" to involve parents in important school decisions. Part of the school's mission is intense collaboration with youth services.

Approximately 40 percent of the school's students are African American or Hispanic, ethnic groups that have a disproportionately high dropout rate. Approximately one-third are from economically poor families. Affiliated Alternatives also serves many students returning to the district after expulsion, incarceration, or treatment. The charter programs have demonstrated excellent results in the areas of school climate, parent and student satisfaction, student engagement, and academic achievement.

38. Madison, James C. Wright Middle School

Est. 1995

1717 Fish Hatchery Road
Madison, WI 53713
Ed Holmes
(608) 204-1340
eholmes@madison.k12.wi.us

Madison Metropolitan Schools
Art Rainwater, District Administrator
545 West Dayton Street
Madison, WI 53703
(608) 663-1583
arainwater@madison.k12.wi.us

The James C. Wright Charter Middle School, named for one of Madison's civil rights pioneers, is a school of choice for 160 students in grades 6 through 8. The board of education established Wright as a charter in 1994 as a solution to severe overcrowding in the city's middle schools that resulted in the underachievement of many students from south Madison, the only area of the city without a nearby middle school. In 1997, Wright moved to a new custom-designed building in south Madison that can accommodate up to 240 students.

Enrollment at James C. Wright is open to all students who reside in the West High School attendance area. Wright's population is diverse; over 80 percent of students are from racial or ethnic minority groups, including African American, Hmong, and Hispanic. Fifty percent are from low-income families, and just 45 percent live at home with both parents. In addition to regular education classes, Wright offers special programming for students with learning and emotional disabilities. Most special education students are mainstreamed and participate fully in the curriculum.

With an ethnically and culturally diverse staff and innovative and flexible ways of teaching, the school provides its students with the knowledge, skills, and confidence required to participate fully in an evolving global society. School staff members accomplish this goal through three major themes: integrated curriculum, integrated technology, and integrated community.

39. Maple, Richard I. Bong Memorial Academy-Poplar

Est. 2000

P.O. Box 313
Poplar, WI 54864
Mike Murray
(715) 364-2766
bongacademy@centurytel.net

School District of Maple
Gregg Lundberg, District Administrator
P.O. Box 188
Maple, WI 54854
(715) 363-2431
glundber@maple.k12.wi.us

The Richard I. Bong Memorial Academy, which began operation on September 5, 2000, uses natural and historical resources to create an alternative education curriculum for at-risk youth residing in the Douglas county area. Richard I. Bong, a Poplar resident, was a WWII aviator and war hero who exemplified excellence and service to his country and community. His legacy is a theme in the citizenship and social studies components of the curriculum while the field of aviation provides an abundance of applied learning activities in math, science, and geography. The shores of Lake Superior, the Poplar River, and three school forests provide students with field experiences and hands-on learning activities connected to science and environmental education. Instruction at the Richard I. Bong Memorial Academy is thematic, project based, individualized, self-paced, and applied. Learning takes place in the classroom, in cyberspace, outdoors in the natural environment, and in the community. Assessment is

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Ashland, WI 54806
Jim Lee
(715) 682-2363, Ext. 124
jiml@cesa12.k12.wi.us

based upon observation, demonstration, and presentation. The Richard I. Bong facility is equipped with a computer lab and a technology lab to provide the needed tools to implement the curriculum and create the desired learning environment.

40. Marshall, The Fifth Dimension

Est. 1998

P.O. Box 76
Marshall, WI 53559
Sanford Swiggum
(608) 655-1310, Ext. 505
sanford_swiggum@marshall.k12.wi.us

Marshall Public Schools
David Schuler, District Administrator
P.O. Box 76
Marshall, WI 53559
(608) 655-3466
david_schuler@marshall.k12.wi.us

The Fifth Dimension is a school within a school located in Marshall High School. It serves eight at-risk students in grades 11 and 12. The charter school engages at-risk students who have been distracted from their education by outside events and nontraditional learners who were just "lost in the crowd" and not performing to full potential.

The typical candidate is credit-deficient, has a history of truancy, or has demonstrated disruptive behaviors in the regular high school setting. However, these students are capable learners with unique talents and skills, fully capable of learning and becoming positive contributors to society. By being in the program, these students demonstrate a desire to complete high school and a willingness to try new approaches to that goal. Education and employment are important to The Fifth Dimension student.

41. Mauston Alternative Resource School (MARS)

Est. 1998

508 Grayside Avenue
Mauston, WI 53948
Tom Reisenauer
(608) 847-6603, Ext. 3341
treisenauer@mauston.k12.wi.us

School District of Mauston
John Kammerud, District Administrator
510 Grayside Avenue
Mauston, WI 53948
(608) 847-5451, Ext. 6682
jkammeru@mauston.k12.wi.us

The Mauston Alternative Resource School (MARS) achieved charter status in August of 1998 to serve highly at-risk students in grades 6 through 8. These students are typically truant, credit-deficient, lacking motivation, teen parents, or gifted students whose educational needs are not being met in the traditional school setting. The charter school is located in a separate portable classroom behind Mauston High School. A program goal is to get these students back on track and reintegrated into a traditional academic program.

42. Menasha, The School on the Lake

Est. 2000

1600 Midway Road
Menasha, WI 54952
Dan Mella
(920) 967-1605
mellad@mjsd.k12.wi.us

Menasha Joint School District
J. Michael Thompson, District Administrator
328 Sixth Street
Menasha, WI 54952
(920) 967-1400
thompsonjm@mjsd.k12.wi.us

The School on the Lake is housed in the lower level of Maplewood Middle School, and is so named due to the fact that all school activities have an environmental focus based on Lake Winnebago and the ecosystem of the Fox River Valley. The student body includes ESL, gifted and talented, at-risk, physically disabled, high-ability, low-ability, and average learners. All core area subjects are taught through an integrated approach and a strong emphasis is placed on basic skills, which will ultimately help students meet and exceed Wisconsin State Standards.

The mission of the School on the Lake is to create an inclusive and cooperative community of learners that will work to support achievement and a sense of self-worth by recognizing and nurturing all human intelligence among students and staff of varied cultural and social backgrounds, thereby promoting the full achievement of each individual's social and intellectual potential. Enrollment at the school is open to students of all abilities in grades 6 through 8 who learn best through a cooperative, hands-on and minds-on, project-oriented approach to learning.

43. Menomonie, Lucas Charter School

Est. 1998

N5630 200th Street
Menomonie, WI 54751
Greg Corning
(715) 232-2606
gcorning@msd.k12.wi.us

School District of Menomonie
Jesse Harness, District Administrator
215 Pine Ave. NE
Menomonie, WI 54751
(715) 232-1642, Ext. 108
jharness@msd.k12.wi.us

The Lucas Charter School, formerly the Dunn County Alternative School, opened in 1996 and achieved charter status in 1998. The school is located in its own facility that includes three classrooms, a media center, a kitchen, a small group room, and a gym. It serves 20 at-risk high school students from three school districts.

The charter school is a voluntary program for students who exhibit severe behavior problems and risk factors, including three or more of the following: physical aggression, at risk for expulsion, credit-deficient, chronically truant, in-school dropouts, school-resistant, disruptive, confrontational, passive-aggressive, or having mental health issues. The traditional methods of intervention do not work with these students.

44. Middleton Alternative Senior High (MASH)

Est. 1995

2429 Clark St.
Middleton, WI 53562
Jill Gurtner
(608) 828-1650
jillbg@mcpasd.k12.wi.us

Middleton-Cross Plains Area Schools
William Reis, District Administrator
7106 South Ave.
Middleton, WI 53562
(608) 828-1500, Ext. 1119
billr@mcpasd.k12.wi.us

Middleton Alternative Senior High (MASH) started in 1993 as a program for at-risk juniors and seniors and achieved charter status in May 1995. Since then, the program has expanded to serve over 90 at-risk students in grades 10 through 12. Eight full- and part-time staff members operate the MASH facility, located within walking distance of the main high school.

The program objectives include making students aware of the importance of attendance for success in school and on the job, and encouraging students to develop organizational skills and a sense of personal commitment to excellence. Students learn to identify and utilize their individual talents and learning styles by becoming aware of the relationship between choices and consequences, and the relationship among school, community, work, and career opportunities. Communication skills and independent living skills are also emphasized.

45. City of Milwaukee, Central City Cyberschool

Est. 1999

4301 North 44th Street
Milwaukee, WI 53216
Christine Faltz
(414) 444-2330
cfaltz@cyberschool-milwaukee.org

City Of Milwaukee
James Rowen, Department of
Administration Director
200 East Wells Street
Room 606, City Hall
Milwaukee, WI 53202-3567
(414) 286-5583
jrowen@ci.mil.wi.us

The mission of Central City Cyberschool is to develop and inspire in students a love of learning; the academic, social, and leadership skills necessary to engage in critical thinking; and the ability to demonstrate complete mastery of the academic skills necessary for a successful future. This charter serves students in grades 1 through 4 from Milwaukee's central city in a student-centered environment where teamwork is promoted and high expectations are held out for each student, teacher, parent, staff member, community member, and partner.

The charter school targets students from the central city, but any student from the Milwaukee Public Schools may apply. The school is a real location, not a virtual place. The Cyberschool built a brand new school building to expand to include students in grades 1 through 8 in the 2000–2001 school year.

The curriculum is interdisciplinary and project-based, an integrated process that puts ideas in a real-life context and requires thinking across disciplines, with a rigorous academic foundation, a strong computer focus, and an emphasis on community building.

46. City of Milwaukee, Downtown Montessori Academy

Est. 1999

2319 East Kenwood Boulevard
Milwaukee, WI 53211
Virginia Flynn
(414) 332-8214
dmmonti3@aol.com

City of Milwaukee
James Rowen, Department of Administration Director
200 East Wells Street
Room 606, City Hall
Milwaukee, WI 53202-3567
(414) 286-5583
jrowen@ci.mil.wi.us

The Downtown Montessori Academy, located in downtown Milwaukee, serves kindergartners. The school was started on parent initiative. While only the kindergartners are considered part of the charter school, the facility also provides wrap-around childcare, early childhood education, and after-school and vacation programs for infants and children up to age 12. The continuity of care between school and daycare is an attractive choice in public education to parents. Started in the 1999–2000 school year, the Downtown Montessori Academy serves up to 40 children in kindergarten through third grade at two downtown locations.

47. City of Milwaukee, Khamit Institute

Est. 1998

4714 West Fond du Lac
Milwaukee, WI 53216
Yakini Shabaka
(414) 445-0602
yshabaka@khamit.org

City of Milwaukee
James Rowen, Department of Administration Director
200 East Wells Street
Room 606, City Hall
Milwaukee, WI 53202-3567
(414) 286-5583
jrowen@ci.mil.wi.us

The Khamit Institute serves 54 central Milwaukee students in grades K4 through 8 utilizing multi-age, multi-grade classrooms. It provides excellence in education by creating a healthy, harmonious environment and a high quality of life for students and families. The learning environment is fast-paced, but serene and focused. Students and teachers wear simple uniforms to eliminate distractions.

The Khamit Institute exists to teach the life skills based on the civilization of Khamit (ancient Egypt). Adherence to this traditional culture empowered mankind to realize the greatness and genius that was glorified in ancient Khamit.

48. City of Milwaukee, YWCA Global Career City Academy

Est. 1999

4610 W. State St.
Milwaukee, WI 53208
Michelle Buckingham
(414) 607-1100, Ext. 226
mbucking@gca.ywca.ogm.org

City of Milwaukee
James Rowen, Department of Administration Director
200 East Wells Street
Room 606, City Hall
Milwaukee, WI 53202-3567
(414) 286-5583
jrowen@ci.mil.wi.us

The YWCA Global Career City Academy opened its doors in September of 1999 with 95 students in kindergarten through fourth grade. The school emphasizes education in career fields that are nontraditional for women and people of color. The school aims to meet this goal by introducing children to these opportunities at an early age.

The school's goal is for students entering high school to have a basic and accurate understanding of nontraditional careers, to see possibilities in the trade industries in addition to college-bound choices, to have a vision of their future career, to know what steps they need to take to pursue their career goal, and to have the necessary skills to pursue these career goals.

The curriculum provides for hands-on learning experiences. Project-oriented, experiential programs integrate theory and academic knowledge with hands-on skills and applications. The general education curriculum includes activities that develop teamwork, problem-solving, and higher-order thinking skills.

49. Milwaukee, Bruce Guadalupe Community School

Est. 2000

1028 South 9th Street
Milwaukee, WI 53204
John Rudella
(414) 643-6441

Milwaukee Public Schools
Spence Korte, District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001
kortesd@mail.milwaukee.k12.wi.us

Bruce Guadalupe Community School (BGCS) was granted a charter by Milwaukee Public Schools in July of 2000. BGCS has a strong commitment to improving the educational status of Hispanics. An important part of this commitment is that each student become proficient in English while maintaining facility in Spanish. The ultimate goal of BGCS is to exceed national norms in all subject areas at each grade level based on the Iowa Test of Basic Skills. Toward this end, BGCS offers an extended school year that includes a six-week summer-school program and an after-school program that provides academic and tutorial services.

50. Milwaukee, Gustav A. Fritsche Middle School

Est. 1999

2969 South Howell Avenue
Milwaukee, WI 53207-2093
William Andrekopoulos
(414) 249-1000
andrekwg@mail.milwaukee.k12.wi.us

Milwaukee Public Schools
Spence Korte, District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001
kortesd@mail.milwaukee.k12.wi.us

The vision of this charter school is to prepare 1,020 students in grades 6 through 8 to earn a living, become active citizens of this country and the world, and pursue lifelong learning using the investigative learning model. Program objectives provide a unique, attractive educational alternative for parents who might otherwise choose another school.

The emphasis in the investigative learning program is to create a developmentally appropriate, active, intentional, reflective, collaborative learning environment where learning is contextualized and self-selected. The curriculum and instructional practices transcend the focus on traditional school subjects, increase the acquisition of knowledge, develop intellectual skills, and enlarge understanding of ideas and values. Literacy across the curriculum is promoted through authentic writing experiences and integration of technology in the curriculum.

The instructional goals are based on the principles of a rigorous standards-based curriculum. The charter school's focus on academic rigor, higher-order thinking skills, and equity is a detailed part of the education plan.

51. Milwaukee, Highland Community School

Est. 1996

3030 West Highland Boulevard
Milwaukee, WI 53208
Ann Bowe
(414) 342-1412
highcs@execpc.com

Milwaukee Public Schools
Spence Korte, District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001
kortesd@mail.milwaukee.k12.wi.us

In 1996 Highland Community School became Milwaukee's first charter school. Highland is a neighborhood-based, parent-run, early childhood Montessori program for up to 85 children from age three through third grade. The school has a 29-year record of helping children and families succeed. The school's mission is to provide quality Montessori education and a nurturing environment for an economically and culturally diverse group of children on Milwaukee's west side, to empower parents to become responsible for and involved with their children's education, and to be a force for change in the community and in society.

52. Milwaukee, Walker International Middle School

Est. 2000

1712 South 32nd Street
Milwaukee, WI 53215-2198
Susan Apps
(414) 902-7500
appssm@hotmail.com

Milwaukee Public Schools
Spence Korte, District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001
kortesd@mail.milwaukee.k12.wi.us

Walker International Middle School is located in an ethnically mixed neighborhood and services a diverse population which is one-third Hispanic, one-third African American, and one-fourth Caucasian, along with Asian and American Indian students. The school has programs that serve the spectrum of at-risk to academically talented students.

Walker International Middle School's charter proposal is based on Colin Powell's initiative, America's Promise. This initiative believes that for children to be successful, five pieces in a child's life must be present. Walker seeks to be sure that all of its students receive these five pieces: a healthy start, a safe place, marketable skills, mentoring, and community service.

53. Milwaukee, Westside Academy I/II

Est. 2000

1945 North 31st Street/
1940 North 36th Street
Milwaukee, WI 53208
James Sonnenberg
(414) 934-5000/(414) 934-4400
dobersle@mail.milwaukee.k12.wi.us

Milwaukee Public Schools
Spence Korte, District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001
kortesd@mail.milwaukee.k12.wi.us

Westside Academy serves approximately 900 students from Head Start through eighth grade. At Westside Academy the goal is to provide instruction that will enable all students to have a successful academic career and be on their way to becoming productive citizens of society. Students entering the school are evaluated to determine their instructional level and then placed in an instructional setting to best serve their needs. To assist classroom teachers, Westside Academy has a team of "focus" teachers to provide supplemental instruction and intensive remedial instruction as needed. Westside Academy has also developed a character-building program with a structured and nurturing environment that will teach responsibility and self-discipline. Both a Saturday Academy and a Summer Academy will offer opportunities for students to receive remedial or accelerated instruction.

54. Milwaukee, Wisconsin Career Academy

Est. 2000

4801 S. 2nd Street
Milwaukee, WI 53207
Ibrahim Duyar
(414) 483-2117
info@wiscca.com

Milwaukee Public Schools
Spence Korte, District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001
kortesd@mail.milwaukee.k12.wi.us

Wisconsin Career Academy (WCA) is contracted by the Milwaukee Board of School Directors as a noninstrumentality charter school. Wisconsin Career Academy is a small, structured school, with an enrollment of 350 students in grades 6–12.

The mission of WCA is to create an environment of learning and continuous growth for students, parents, and teachers to reach their highest potential—intellectually, socially, emotionally, and physically. Wisconsin Career Academy has a rigorous math and science curriculum. Science projects and fairs, preparation for and active participation in national contests, communication and leadership development programs, and cooperation with area universities are key elements of WCA's student-centered educational program. Seminars, panels, and training sections by professionals for effective parenting and leadership are offered to parents, and branch development groups help teachers stay current with advances in their subject matter. Wisconsin Career Academy seeks a diverse student body and offers its students both excellence and equity in education. The school's goal is to reduce achievement gaps and promote mastery of basic knowledge and skills required for academic achievement.

55. UW–Milwaukee, Milwaukee Academy of Science

Est. 2000

2000 West Kilbourn Avenue
Milwaukee, WI 53233
Dave Cattoi
(414) 933-0302
dcattoi@milwaukee.edisonschools.com

University of Wisconsin-Milwaukee
Robert Kattman, Charter School Program Director
P.O. Box 413
Milwaukee, WI 53201
(414) 229-4682
rkattman@uwm.edu

The Milwaukee Academy of Science serves 964 students from K4 to seventh grade. The students come from all areas of the city, although the majority of students are considered to be residents of the central city. Approximately 82 percent are African American, 7 percent are Caucasian, and the remaining 11 percent are Hispanic, Asian American, and multiracial. Approximately 76 percent of our students qualify for free meals through the National School Lunch Program, with another 14 percent qualifying for reduced meals.

The school offers a longer school day and school year as well as a strong technology focus. The curriculum covers five domains: humanities and the arts, mathematics and science, character and ethics, health and physical fitness, and practical arts and skills. At the Milwaukee Academy of Science a special emphasis will be placed on science, through our unique partnership with the Milwaukee Science Education Consortium. The Academy contracts with Edison Schools, Inc.

56. Monona Grove Alternative High School

Est. 1998

4400 Monona Drive
Monona, WI 53716
Georgiana Giese
(608) 221-7666, Ext. 2005
georgi_giese@mononagrove.org

Monona Grove School District
Gary Schumacher, District Administrator
5301 Monona Drive
Monona, WI 53716
(608) 221-7660
gary_schumacher@mononagrove.org

Monona Grove Alternative High School began as an alternative learning environment for nine high school students struggling in the traditional school setting. In the 1999–2000 school year, the school doubled in size to serve 18 students. The school's mission is to provide a more flexible approach to learning, allowing students to attain their goal of high school graduation and to earn a Monona Grove High School diploma.

57. Monroe Alternative Charter School

Est. 1998

1220 16th Avenue
Monroe, WI 53566
Dan Bauer
(608) 328-9227
dan.bauer@monroe.k12.wi.us

School District of Monroe
Ed Van Ravenstein, District Administrator
925 16th Avenue, Suite 3
Monroe, WI 53566
(608) 328-9171
ed.vanravenstein@monroe.k12.wi.us

The Monroe Alternative Charter School serves 34 at-risk students in grades 9 through 12 with two teachers, two teaching assistants, and a guidance counselor. The school is designed to serve students who are having problems in school because of truancy, poor grades, depression, alcohol and other drug abuse, attention deficit, hyperactivity disorder, lack of motivation, and behavior problems. The objective of this charter school is to develop all students to their highest potential and to prepare them for lifelong learning, challenge, responsibility, and opportunity.

58. Neillsville, Clark County Alternative Charter School

Est. 1998

501 Hewitt Street
Neillsville, WI 54456
Darwin Smith
(715) 743-7443
coneguydarwin@netscape.net

Neillsville School District
John Gaier, District Administrator
614 East Fifth Street
Neillsville, WI 54456-2026
(715) 743-3323
jgaier@neillsville.k12.wi.us

CESA 10
725 West Park Avenue
Chippewa Falls, WI 54729
Nancy Forseth
(715) 720-2045

The Clark County Alternative Charter School was established as a partnership between the Neillsville and Granton school districts, Chippewa Valley Technical College (CVTC), the Clark County Job Center and Private Industry Council, and Cooperative Educational Service Agency 10 (CESA 10). The school was established in 1994 and chartered in 1998 to meet the needs of approximately 25 at-risk high school students ages 16 to 21. At the time of the school's formation, Clark County had the highest population of people without a high school diploma, according to an article in the Milwaukee Journal. The charter school is located in the same facility as the Clark County Job Center and Chippewa Valley Technical College, making for a functional and active partnership.

59. New Lisbon, Juneau County Charter School

Est. 1999

N11003 17th Avenue
Necedah, WI 54646
Michele Yates-Wickus
(608) 565-7494
yatesm@cesa5.k12.wi.us

School District of New Lisbon
Mark McGuire, District Administrator
500 South Forest Street
New Lisbon, WI 53950
(608) 562-3700, Ext. 501
mark_mcguire@newlisbon.k12.wi.us

CESA 5
P.O. Box 564
Portage, WI 53901-0564
Michele Yates-Wickus
(608) 742-8814, Ext. 296
yatesm@cesa5.k12.wi.us

Juneau County Charter School is a collaboration of Juneau County Schools, consisting of the Mauston, Wonewoc, Necedah, New Lisbon, and Elroy-Kendall-Wilton school districts. This project was initiated as a local attempt to provide educational opportunities to disengaged students of Juneau County. This school focuses on service learning, career exploration, basic academic competencies, confronting individual barriers, and family involvement.

Desired outcomes of this program include decreases in students' community problems through courts, law enforcement, and social services involvement; completion of an educational program or successful transition to post-secondary programming or employment; and reintegration of this population into a traditional, vocational, or educational program. The concepts are delivered through a school that is designed to meet the needs of students by remedying education lags, increasing motivation, addressing family issues, and improving deficits in thinking skills that have caused problems for the students.

A secondary outcome includes an improvement in the quality of life for both the students and their families through academic and vocational growth and increased personal responsibility for their decisions and behavior. It is believed that through this format the students in Juneau County Charter School will be viewed by community members as resources, not problems.

60. Oconto Falls, Spruce School: A Rural Community Alternative—Lena

Est. 1998

7904 County Road A West
Lena, WI 54139-9737
Thomas Menor

The Spruce School has operated as a rural two-room schoolhouse in the county since 1889, attaining charter status in 1998. At the time of its chartering, the school served 32 children in grades one through four in two multi-age classrooms. With the start of the 1999–2000 school year, enrollment grew to 40 students in grades 1 through 5. Two teachers and one classroom aide run the multi-age learning centers.

(920) 829-5204
spruce2@ez-net.com

Oconto Falls Public School District
David Polashek, District Administrator
200 N. Farm Road
Oconto Falls, WI 54154-1221

The school is located in an isolated part of the district. The Spruce School uses its rural setting as an opportunity to tie much of the multi-age instructional program to the land and to the cultural history of the area. A high priority is placed on integrating environmental studies into the curriculum. A number of students are second- or third-generation Spruce students, adding to the school's family atmosphere.

61. Oconto Falls Alternative Learning Site

Est. 1998

320 Central Avenue
Oconto Falls, WI 54154
Mike Kaczmarek
(920) 846-4455
falsstaff@ez-net.com

Oconto Falls Public School District
David Polashek, District Administrator
200 Farm Road
Oconto Falls, WI 54154-1221
(920) 846-4471
davashek@mail.ocontofalls.k12.wi.us

The Oconto Falls Alternative Learning Site (FALS) opened its doors in December of 1998 with four students in a vacated library rented from the City of Oconto Falls. The charter school now serves 10 junior and senior at-risk students who have not experienced success in the traditional school setting. These students are credit-deficient and regularly truant, and lack a personal connection with the school environment. FALS aims to provide a safe environment for everyone to learn, a place where students take an active role in the governing and maintenance of the school, and opportunities for students to earn high school credits as fast as they are willing to work.

62. Omro, Enterprise Charter School

Est. 2000

8389 Liberty School Road
Omro, WI 54963
Ed Hawkinson
(920) 685-7410
ehawkins@cesa6.k12.wi.us

Omro School District
Kenneth Ochalla, District Administrator
455 Fox Trail
Omro, WI 54963-1198
(920) 685-5666
kocha@omro.k12.wi.us

CESA 6
P.O. Box 2568
Oshkosh, WI 54903-2568
Ed Hawkinson
(920) 236-0554
ehawkins@cesa6.k12.wi.us

The Enterprise Charter School addresses the needs of students in grades 9–12 who have exhibited a high rate of failure, truancy, behavioral difficulties, or have exited school. The individual needs of the students drive the program, with skill development in the areas of academics, personal and social skills, and employability being the major program components. The overall focus is on fulfilling home district graduation requirements and credit deficiencies, with an ultimate goal of students graduating from their home high school. All academic instruction is grounded in the State of Wisconsin Model Academic Standards.

63. Orfordville, Parkview Charter School

Est. 1999

408 West Beloit Street
Orfordville, WI 53576
Tracy Walczak
(608) 879-2352
twalcz@parkview.k12.wi.us

Parkview School District
Robert Lehman, District Administrator
P.O. Box 250
Orfordville, WI 53576-0250
(608) 879-2717
blehman@parkview.k12.wi.us

The Parkview Charter School serves 20 at-risk high school-age youth. The charter school team includes students, parents, regular and special education staff and administration, board of education members, law enforcement, human services, and community business members.

The goal of the charter school team is to engage the students in motivating, meaningful educational experiences and opportunities to ensure their success and completion of a high school diploma.

The curriculum is delivered in a student-centered learning environment that meets the individual needs and interests of the students. The theory of multiple intelligence forms the basis of the charter school's teaching methodology, accommodating different student learning styles and encouraging a lifelong love of learning. This collaborative model involves students, school, family, and employers who focus on shared responsibility for the students' success.

The school also aims to provide a safe, orderly, and healthy environment that allows students to achieve to their full potential. The focus is on prevention and intervention strategies that engage students in positive school, work, and community experiences.

64. Portage Academy of Achievement

Est. 1999

117 W. Franklin St.
Portage, WI 53901
Dyann Miller
(608) 742-1409
millerd@portage.k12.wi.us

Portage Community Schools
Dan Pulsfus, District Administrator
904 DeWitt Street
Portage, WI 53901
(608) 742-4950
pulsfusd@portage.k12.wi.us

The Portage Area Charter School serves 30 at-risk high school students in grades 9 through 12. Some of the targeted students have already dropped out of school and may be failing in local HSED and GED preparation programs. The district had no alternative or at-risk programming before the establishment of this charter school.

The charter school is characterized by alternative methods of continued learning in an atmosphere that is sensitive and suited to the development of students' intellectual, physical, and social capabilities. Students succeed in an environment where they feel as though they belong and where they learn to build partnerships with peers and teachers.

The charter school provides instruction by three primary means: first, by direct instruction in core subjects; second, through the integration of technology into the curriculum; and third, through work experience. Students develop a customized and innovative approach to their learning program, thereby developing more positive attitudes toward self, school, and society. The school's ultimate goal is for students to graduate, to learn to live responsibly in the community, and to achieve economic self-sufficiency.

65. Prairie du Chien, Eastman Community Home Organization Elementary School (ECHOES)

Est. 2000

202 S. Main St.
Eastman, WI 54626
Jim O'Meara
(608) 874-4011
jomeara@pdc.k12.wi.us

Eastman Community Home Organization Elementary School ECHOES, is a PK–5 charter school in the Prairie du Chien School District. Located in southwestern Wisconsin, the Eastman area consists of a small town with a population of 369 and the surrounding rural area. The economic base is agrarian, with parents and community members supporting the school as a center for educational and community activities.

The vision of ECHOES is to preserve the rural concept of schooling as a learning organization and a school-based community, while expanding the instructional practices of delivering curriculum to include success for all students. Thus, the instructional program in this charter school is not so much a change in content, but in the methods of delivery.

Prairie du Chien Area School District
Jim O'Meara, District Administrator
420 S. Wacouta Ave.
Prairie du Chien, WI 53821
(608) 326-8437, Ext. 4160
jomeara@pdc.k12.wi.us

Eric Jensen's brain-based learning research, early reading intervention, multi-age grouping, cooperative learning, one-to-one tutoring, Brooks' constructivist classroom, and Roger Taylor's Interdisciplinary Model for Integration, are the norm.

The goal of the school is to promote and uphold an atmosphere in which the following values are held: (1) all students can learn and be successful, (2) a sense of place, (3) teachers and community accept collective responsibility for student learning, and (4) learners are all different and have a right to a differentiated classroom where there is respect, fairness, and caring.

66. Racine, McKinley Middle Charter School

Est. 2000

2340 Mohr Avenue
Racine, WI 53405
Ron Bode
(262) 664-6150

Racine Unified School District
Thomas Hicks, District Administrator
2220 Northwestern Avenue
Racine, WI 53404
(262) 631-7064
thicks@racine.k12.wi.us

McKinley Middle Charter School (MMCS), a public sixth- through eighth-grade school within the Racine Unified School District, is an intercity school with a population of approximately 1,100 students and 80 staff members. The school was granted charter status according to Wisconsin Stats. 118.40 beginning in the 2000–2001 school year as an instrumentality of the district. The main mission of MMCS is to integrate the philosophy of Systems Thinking with the concept of sustainability to all of its staff and students. Staff and students are engaged within the community collecting and analyzing data that connect to indicators of sustainability. High levels of accountability and empowerment in our parents, teachers, and students are cornerstones of the program.

67. Racine, The REAL School

Est. 2000

1230 6th Street
Racine, WI 53403
Al Clausen/Willie Maryland
(262) 664-8100
www.therealschool.org

Racine Unified School District
Thomas Hicks, District Administrator
2220 Northwestern Avenue
Racine, WI 53404
(262) 631-7064
thicks@racine.k12.wi.us

The Racine Educational Alternative Learning Experience (the REAL School) was established in 2000 and represents the creation of a family with the purpose of stimulating lifelong emotional, mental, and physical development. The REAL School philosophy respects the need for flexibility in determining how students of various intelligences and abilities are best served. The REAL school provides a strong alternative program that tailors meaningful assignments to individuals and challenges students to think and apply academic learning to real-life problems. Every student is linked to an adult teacher or mentor and a student tutor in different academic areas of need, and reports regularly to a codirector.

68. Richland Center, Comprehensive Learning Center

Est. 2000

1350 Peebles Drive
Richland Center, WI 53581
Rachel Schultz
(608) 647-6106
rschultz@richland.k12.wi.us

Richland School District
Rachel Schultz, District Administrator
125 South Central Avenue
Richland Center, WI 53581
(608) 647-6106
rschultz@richland.k12.wi.us

The Comprehensive Learning Center provides meaningful educational experiences for students with the most severe school adjustment problems. It is a separate facility from the high school providing a safe, nurturing educational environment and personalized nontraditional instruction to high-risk students. Students' needs are addressed individually rather than having all students receiving the same instruction. Curriculum relies heavily on students' input and emphasizes skills (competency-based classes) over seat time, and discovery over lecture and bookwork. Problem-solving, goal-setting, and transition to adult life is infused into each day.

69. River Falls Renaissance Alternative Charter School

Est. 1999

211 N. Fremont St.
River Falls, WI 54022
Ed Schramm
(715) 425-1800, Ext. 117
edschr@rfsd.k12.wi.us

School District of River Falls
Boyd McLarty, District Administrator
852 East Division Street
River Falls, WI 54022
(715) 425-1800, Ext. 103
bomcla@rfsd.k12.wi.us

The River Falls Renaissance Alternative Charter School received its charter in May 1999 and serves 20 students in grades 10 through 12 who have not found success in mainstream education. Many of the charter school's students are bright, but frustrated or bored by conventional teaching methods. The charter school is designed to be flexible, innovative, creative, and practical, and to take into account the students' unconventional ways of learning.

All students are required to have a work experience. This work experience helps students to see how their curriculum affects the rest of their working lives. Students participate in many career inventories to help them determine what they want to do with the rest of their lives.

70. Sparta Charter Preschool

Est. 2000

506 North Black River Street
Sparta, WI 54656
Lisa Snyder
(608) 269-7318
lsnyder@spartan.org

Sparta Area School District
Marlin Phillips, District Administrator
506 North Black River Street
Sparta, WI 54656
(608) 269-3151
mphillips@spartan.org

Sparta Charter Preschool presently services 72 four-year-olds, with approximately 50 percent of them at-risk. Both Creative Choice and Montessori programs offer a holistic approach to the child's development that forms the basis of the district's preschool curriculum; that is, one which focuses on the social as well as academic and creative nature of the child. In addition, the curriculum includes a family-style meal component, giving teachers the opportunity to model good manners and etiquette at the table. Developmentally appropriate fine motor activities, creative play centers, and problem-solving challenges, as well as songs, finger plays, and gross motor movement play time is all part of the regular programming of Sparta Charter Preschool.

71. St. Francis, Horizon Academy

Est. 1998

4225 South Lake Drive
St. Francis, WI 53235-5941
Joseph Ziman
(414) 801-7636
jziman@themariners.com

St. Francis School District
Mary Beth Kuxhouse, District Administrator
4225 South Lake Drive
St. Francis, WI 53235-5941
(414) 747-3900
mkuxhaus@stfrancissd.com

Horizon Academy is a school within a school, offering a comprehensive curriculum with school, work experience, and service learning components. These components are designed to offer students maximum flexibility in attaining their diploma, GED, or HSED. Horizon Academy currently provides 20 at-risk students in grades 8 through 12 with a year-round, learner-centered, self-paced educational program.

Each student's individual education plan and time schedule incorporates the student's needs, talents, interests, and circumstances. Students who need to work can do so half-days and attend school in the mornings or evenings. The schedule of a school-age parent can be structured to meet parenting responsibilities. A student with an interest in technical courses not available at St. Francis High School can attend the charter school part-time and the Milwaukee Area Technical College contract program part-time.

72. Stevens Point, Concerned about Reaching Everyone (CARE)

Est. 2000

2000 Polk Street
Stevens Point, WI 54481
Connie Negaard
(715) 345-5620
cnegaard@wisp.k12.wi.us

Stevens Point Area Public School District
Emery Babcock, District Administrator
1900 Polk Street
Stevens Point, WI 54481
(715) 345-5444
ebabcock@wisp.k12.wi.us

CARE is an alternative school within a large junior high school serving 45 seventh-, eighth-, and ninth-grade students in need of a smaller school environment with individualized instruction and support. Currently, the program consists of a two-hour block of time with certified teachers providing instruction for students who have been identified as having a need for additional academic support. Teaching staff work on sound academics and develop the necessary rapport, support, and nurturing environment necessary for a successful alternative program at the junior high school level. After this two-hour team-teaching arrangement, the students rotate into a regular school day schedule with required and elective courses at Ben Franklin Junior High School. They end their day with the teachers of at-risk students for a structured study time in which homework is monitored and tutoring is provided. At this time, retired-senior volunteers assist the students as tutors and mentors.

73. Stevens Point, McKinley Center

Est. 1998

2926 Blaine Street
Stevens Point, WI 54481
John Blader Sr.
(715) 345-5421
jblader@wisp.k12.wi.us

Stevens Point Area Public School District
Emery Babcock, District Administrator
1900 Polk Street
Stevens Point, WI 54481
(715) 345-5444
ebabcock@wisp.k12.wi.us

The McKinley Center is one of 10 elementary schools in the Stevens Point Area School District and serves 444 students in pre-kindergarten through sixth grade. McKinley Center goals are to:

- help every individual reach the highest level of success without regard to economic or cultural background or individual learning style,
- allow parents, staff, students, and the community to work together to become lifelong learners and responsible citizens in a global society; and
- provide educational programs that take into account the emotional, physical, and intellectual needs of each individual.

The charter school works to accomplish these goals by integrating technology into every student's learning experience. Students achieve improved academic results by using technology and "learning by doing." Student success is further enhanced with parents and the community engaged in the education process.

74. Stevens Point, Teachers Educating, Advising, and Mentoring Students (TEAMS)

Est. 1994

1201 North Point Drive
Stevens Point, WI 54481
Dena Mercer
(715) 345-7312
dmercer@wisp.k12.wi.us

Stevens Point Area Public School District
Emery Babcock, District Administrator
1900 Polk Street
Stevens Point, WI 54481
(715) 345-5444
ebabcock@wisp.k12.wi.us

Teachers Educating, Advising, and Mentoring Students (TEAMS) is a school within a school serving 102 sophomores, juniors, and seniors. The charter school shares library, gymnasium, cafeteria, administrative, guidance, extracurricular, and transportation services with Stevens Point Area Senior High School (SPASH).

A survey gauging parental satisfaction with SPASH indicated that a majority of parents think SPASH is overcrowded and that there is a need for more teacher-parent contact and teacher-student advisory relationships. The results led to the development of the TEAMS charter school.

TEAMS serves a diverse population of students, many of whom are nontraditional learners. Students benefit from individual attention and a group-oriented, academically integrated, participatory environment.

75. Sun Prairie Alternative High School

Est. 2000

220 Kroncke Drive
Sun Prairie, WI 53590
Emily Comstock
(608) 834-6700
eacomst@spasd.k12.wi.us

Sun Prairie Area School District
Tim Culver, District Administrator
501 S. Bird St.
Sun Prairie, WI 53590
(608) 834-6500
tculver@spasd.k12.wi.us

The main objective of Sun Prairie Alternative High School is to provide at-risk students the opportunity to earn a diploma based on the same high-quality educational standards as the regular high school using differing instructional methods and a more flexible structure. Students develop the necessary technological skills to compete in today's world and with the career and life skills they need to live successful and independent lives after graduation.

Grade levels served by the charter school include second-, third-, and fourth-year high school students, as well as returning fifth-year seniors. First-year high school students who are at-risk have a support mechanism built into the regular high school program available during the second semester of their freshman year.

Technology instruction is infused throughout the curriculum and is indicated by the development of computer usage skills and the ability to access information from a variety of sources. Common instructional practices include school-to-work transition, community service, and life skills. Students have an individualized program of studies that may involve small-group instruction, individual self-paced instruction, community-based experiences, and Internet-based instruction.

76. Sun Prairie, Dane County Transition School-Sun Prairie and Madison

Est. 1998

2326 South Park Street, #208
Madison, WI 53713
Judy Henderson
(608) 250-5210
(608) 550-6231 (Pager)
mandmlover@aol.com

Sun Prairie Area School District
Tim Culver, District Administrator
501 S. Bird St.
Sun Prairie, WI 53590
(608) 834-6500
tculver@spasd.k12.wi.us

CESA 2
517 N. Segoe Rd., #210
Madison, WI 53705
Eric Smith
(608) 232-2865
esmith@cesa2.k12.wi.us

The Dane County Transition School (DCTS) serves at-risk youth in grades 9 through 12 at two charter school locations, one in Sun Prairie and one in the City of Madison. Chartered by the Sun Prairie Area School District, the school serves students from 17 school districts throughout Dane County and is operated by Cooperative Educational Service Agency 2 (CESA 2). The charter school is funded primarily through fees charged to area school districts on a per-pupil basis. Total enrollment for both sites currently stands at 61 students, and the student to teacher ratio is approximately 10:1.

The typical DCTS student has demonstrated risk factors that include drug or alcohol abuse, trouble with the law, or gang involvement. Others have been subjected to severe abuse, including physical, verbal, or sexual abuse. Still others are neglected at home or are homeless. A high percentage of the students enrolled are classified as learning disabled or emotionally disturbed. As a result, these students lack engagement in the education process and have demonstrated an inability or unwillingness to succeed in the regular school setting.

The school's mission is to provide an environment that promotes the social, emotional, academic, and vocational growth and development of students most at risk.

77. Trevor Accelerated Program (TAP)

Est. 1998

26325 Wilmot Road
Trevor, WI 53179-9701
Barbara Sander
(262) 862-2356
bsander@trevor.k12.wi.us

The Trevor Accelerated Program (TAP) is a parent education program and an accelerated junior kindergarten and kindergarten for four- and five-year-olds. It is designed to provide quality and developmentally appropriate schooling for all young children, regardless of socioeconomic background. The staff believe that educating parents is key to achieving this goal.

Other school objectives are for each child to have proper health care (immunizations), appropriate family-child activities, and positive early

Trevor Grade School District
Al Lindstrom, District Administrator
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Trevor, WI 53179-9701
(262) 862-2356
alindstr@trevor.k12.wi.us

learning experiences. Family-child activities include family-child reading, other family-child language and literacy activities, storytelling and going to the library, and support for families of preschoolers and kindergartners.

78. Verona, Core Knowledge Charter School

Est. 1996

740 North Main Street
Verona, WI 53593
Ed Guziewski
(608) 845-4130
guziewse@verona.k12.wi.us

Verona Area School District
William Conzemius, District Administrator
700 North Main Street
Verona, WI 53593
(608) 845-4300
conzemib@verona.k12.wi.us

Verona's Core Knowledge Charter School (CKCS) is a school of choice for 328 students in kindergarten through eighth grade. CKCS follows a rigorous curriculum that focuses on core academics. After extensive study, parent organizers chose the Core Knowledge Sequence and Direct Instruction for CKCS's educational program. The Core Knowledge Sequence identifies the subject matter to be covered in literature, science, geography, history, art, and music. The Direct Instruction program prescribes the content and instructional method teachers use for reading, mathematics, spelling, and writing. These are carefully sequenced and coordinated programs built on skills learned in prior years.

79. Verona, New Century School

Est. 1995

401 West Verona Avenue
Verona, WI 53593
Tim Bubon
(608) 845-4910
bubont@verona.k12.wi.us

Verona Area School District
William Conzemius, District Administrator
700 North Main Street
Verona, WI 53593
(608) 845-4300
conzemib@verona.k12.wi.us

New Century School in Verona was Wisconsin's first parent-initiated, elementary-level charter school. It serves 86 children in six multi-age classrooms: two for kindergartners and first-graders, one for first- and second-graders, two for second- and third-graders, and one for fourth- and fifth-graders.

The New Century School was founded as a partnership for learning among students, teachers, and parents. Its goal is to nurture the child's continuous progress and independence as a lifelong learner through an integrated curriculum emphasizing science and mathematics. New Century School's staff believe this overall approach best meets a changing world where familiarity with science and mathematics is vital, and where working cooperatively in groups and independently on individual initiatives are all important.

80. Viroqua, Laurel High School

Est. 1999

220 South Main Street
P.O. Box 431
Viroqua, WI 54665
Renee Baker
(608) 637-8486
bakren@viroqua.k12.wi.us

Viroqua Area School District
Wayne Sherry, District Administrator
701 Education Avenue
Viroqua, WI 54665
(608) 637-1199
wsherry@viroqua.k12.wi.us

Laurel High School is an alternative educational choice for 12 high school students in grades 9 through 12. Enrollment is open to all high school students in Viroqua. The typical charter school student is a nontraditional learner who needs more challenge and active learning opportunities than are available in the regular high school. Staff looks to offer a secondary-level education program that is student-designed, learner-driven, and supported by a true collaborative community effort.

The charter school's overall mission is to offer self-motivated individuals new approaches to meet their academic and technical education needs; to challenge students to meet high standards of academic and social achievement and performance; to foster positive, respectful, and trusting relationships; and to ensure a successful transition to life after school through firsthand experience in goal setting, job seeking, job keeping, and technical college or university preparation.

81. Viroqua, Vernon County Area Better Futures High School

Est. 2000

103 N. Education Ave.
Viroqua, WI 54665
Fritz Cushing
(608) 637-1319
fcushing@viroqua.k12.wi.us

Viroqua Area School District
Wayne Sherry, District Administrator
701 Education Avenue
Viroqua, WI 54665
(608) 637-1199
wsherry@viroqua.k12.wi.us

Vernon County Area Better Futures High School provides an alternative for students at risk of failing or dropping out of school because of difficulties integrating into traditional programs and meeting usual behavioral and academic expectations. The students have four main goals: increasing academic achievement, developing abilities to work with others, increasing self-efficacy, that is, the ability to attain goals set out for oneself, and graduating from high school.

The four main goals—learning, teamwork, self-efficacy, and graduation—are attained through individualized learning programs, competencies developed from state and local standards and by the student, teacher, and parent. Students have a variety of learning opportunities: small-group instruction, individual projects, Internet courses, correspondence courses, job shadowing, experiential learning, distance learning, and other educational opportunities developed by the student as needed to meet the goals in the independent learning plan. Learning also occurs through project-based, interdisciplinary, and hands-on experiences. The school has modified hours of operation, Monday through Thursday from 3:30 to 7:30 p.m., that allow for-credit work and community experiences to occur.

82. Waupun Alternative High School

Est. 2000

801 East Lincoln Street
Waupun, WI 53963
Sheri Bronstad
(920) 324-5591
sbronstad@waupun.k12.wi.us

School District of Waupun
Alain Holt, District Administrator
950 Wilcox Street
Waupun, WI 53963
(920) 324-9341
aholt@waupun.k12.wi.us

Waupun Alternative High School (WAHS) was chartered in the Spring of 2000 and opened on September 18, 2000. Waupun Alternative High School is a school of choice based on the belief that if school is challenging and fulfilling for all students, learning outcomes can and will be achieved. The hallmarks of this program are small classes, personalized education, self-paced learning, computer-assisted instruction, work- and service-based learning, accelerated credit accumulation, and a caring and flexible environment. WAHS staff authentically evaluate students' progress in all subject areas and award credits based on student achievement. Students who complete the program successfully graduate with a Waupun High School diploma.

83. Wausau, Star Bright Charter School

Est. 2000

700 West Strowbridge Street
Wausau, WI 54401
Julie Burmesch
(715) 261-2506
jburmesch@wausau.k12.wi.us

Wausau School District
Charles T. Skurka, District Administrator
P.O. Box 359
Wausau, WI 54402-0359
(715) 261-2561
cskurka@wausau.k12.wi.us

Star Bright Charter School is a four-year-old kindergarten program presently serving 111 children at-risk in the areas of language and literacy. The Site Based Council of the A. C. Kiefer Educational Center and the district's Early Childhood Center, embraced community collaboration and parental involvement as their primary goals and developed a vision for early childhood in the Wausau District.

The Star Bright Charter School Program has implemented a half-day, four-days-a-week, four-year-old kindergarten for students who are at risk in the areas of language and literacy. Following the Wisconsin state statutes the program provides at least 437 hours of direct pupil instruction and uses up to 87.5 of the scheduled hours for outreach activities.

84. Weyauwega-Fremont, Waupaca County Charter School

Est. 1998

310 E. Main St.
Weyauwega, WI 54983
Michele Yates-Wickus
(920) 867-4744
yatesm@cesa5.k12.wi.us

School District of Weyauwega-Fremont
Carol Conway-Gerhardt, District Administrator
P.O. Box 580
Weyauwega, WI 54983
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cgerhard@weyafremont.k12.wi.us

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The Waupaca County Charter School (WCCS) is a collaborative effort of six school districts, the Waupaca County Department of Human Services, and one of Wisconsin's cooperative educational service agencies, CESA 5. The administrative relationship among WCCS participants is unique. While the Waupaca School District holds the charter, the charter school is an instrumentality of CESA 5. CESA 5 employs all charter school personnel, including a coordinator who oversees daily operations and ensures that educational goals are attained.

85. Wisconsin Dells, Kilbourn Academy

Est. 2000

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Michael Hazelkorn
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School District of Wisconsin Dells
Sally Sarnstrom, District Administrator
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The Kilbourn Academy, Wisconsin Dells' charter school, opened in January 2000 as a school within a school. The Academy serves eight at-risk high school students in grades 9–12. Kilbourn Academy provides an individualized learning environment for students who have been alienated from the traditional educational process, have exhibited a high rate of failure or truancy, or have dropped out of school. Broad goals of the Academy include: (a) motivating students to develop more positive attitudes toward school, (b) improving school attendance, (c) enhancing students' self-image, (d) providing career counseling, and (e) teaching job-seeking and job-keeping skills.

The Academy provides students with nontraditional approaches to meet their high school graduation requirements. Academic development and the pursuit of a high school diploma are the primary components of the program. Students earn credits in core subjects using NovaNET's computer-based, online, self-paced, interactive curricula. Employability and work experience are secondary components of the program and are strongly encouraged. Students have the opportunity to work independently at their own pace.

Students are working toward a high school diploma; Kilbourn Academy students receive a Wisconsin Dells High School Diploma. Graduation requirements are currently the same as the regular high school.

86. Wisconsin Rapids, River Cities High School

Est. 2000

680 West Grand Avenue
Wisconsin Rapids, WI 54495
John Gruenloh
(715) 422-6360

The charter school serves students in grades 9–12 who are identified as at-risk. The charter school is a separate facility from the existing high school where students can complete their education and earn a high school diploma. Initially, the charter school will serve 90 students in two half-day academic sessions of 180 minutes each. During the alternate time, when

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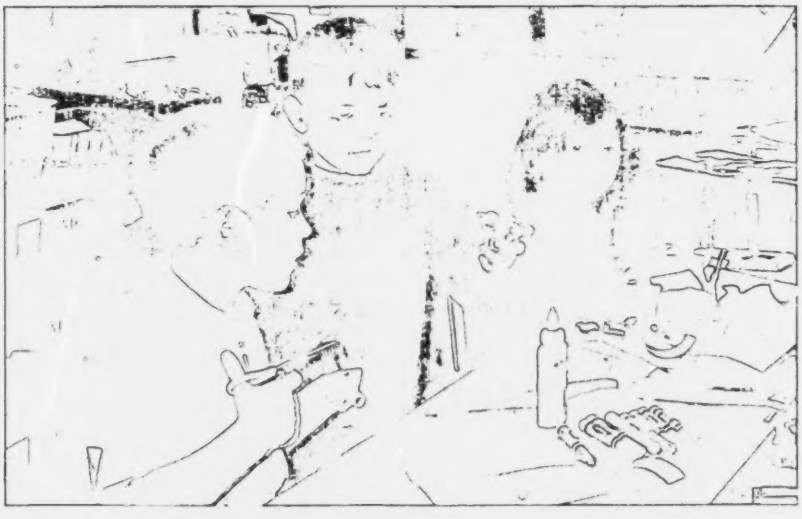
the students are not physically present at the school, there is a requirement for them to participate in work experience or community service for a minimum of 10 hours per week. The work-experience and community-service program is supervised by a certified teacher with the students establishing work and career goals that must be attained over a designated period of time. The students' employers in the community participate with the charter school in supervising and evaluating student performance.

Students earn elective credit for working part of the day. Younger students or those choosing not to hold a job earn elective credit through community-service projects in place of work experience.

3 Wisconsin Charter Schools Opened in 2001

(Alphabetized by chartering authority)

1. Denmark Empowerment Charter School (DECS)
2. Drummond, Ascend Academy
3. Gilman, School District of Gilman Charter School
4. Hayward, Waadookodaading
5. Ladysmith, Project: Learning!
6. Milwaukee, Audubon Technology and Communication Center
7. Milwaukee, Fairview School
8. Milwaukee, I.D.E.A.L. Charter School
9. Milwaukee Leadership Training Center
10. Milwaukee, Learning Enterprise Vocation and Training Institute
11. Milwaukee, Phoenix Charter School
12. Milwaukee, Siefert Charter School
13. Milwaukee, Solomon Juneau Business High School
14. Milwaukee, The Veritas High School
15. Milwaukee, Whittier Elementary School
16. Oshkosh, EAA and Oshkosh Schools Third-Grade Aviation Charter School
17. Rice Lake, Barron County Alternative School
18. South Milwaukee, Connects Learning Center
19. Sturgeon Bay, Door County Charter School
20. UW–Milwaukee, The Milwaukee Urban League Academy of Business and Economics
21. UW–Milwaukee, School for Early Development and Achievement Charter School
22. Waukesha, Harvey Phillip Alternative charter School (HPACS)
23. West Allis-West Milwaukee, CESA #1 Competency-Based Diploma Program



1. Denmark Empowerment Charter School (DECS)

Est. 2001

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Green Bay, WI 54311
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pasonos@denmark.k12.wi.us

Leroy Meles
District Administrator
School District of Denmark
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Denmark, WI 54208
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The Denmark Empowerment Charter School (DECS) received its charter in December 2000 and serves 12–15 at-risk youth (grades 7–12) in an off-site location. While holding DECS students accountable to the same rigorous school district academic benchmarks as their regular education setting student counterparts, DECS places a strong emphasis on individualization of instructional unit pace *and* individualization of unit topical interest for its students. This ensures DECS student mastery of school district academic benchmarks.

DECS is also committed to addressing its students' social-emotional and vocational needs via significant emphasis in student self-concept building, self-choice and self-evaluation, team building, community service learning opportunities, and entrepreneurial business opportunities for all DECS students. To address DECS students' mental health needs, a partnership with a local mental health agency has been formed to provide mental health services to DECS students and their families.

In addition to addressing the academic and social-emotional needs of its students, DECS students are directly engaged in the planning, preparing, serving, and cleaning-up of two student body meals per day, along with frequent planned local community service learning projects, and a daily end-of-school day rating evaluation of their own (and their classmates) behavioral and attitudinal performance for that school day. Vocational and entrepreneurial business endeavors also provide DECS students with exposure to vocational opportunities and hands-on experience in initiating and running their own business(es).

DECS parental involvement is addressed through monthly on-site parent lunches (planned, prepared, and served by DECS students) followed by monthly student progress conferences with parents. In addition, special picnics, special family activities, and parent-teacher-student conferences have been extremely successful in fostering high DECS parental involvement.

2. Drummond, Ascend Academy

Est. 2001

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Drummond Area School District
Dan Vernetti, District Administrator
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CESA 12
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Ashland, WI 54806
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The Ascend Academy is dedicated to providing students who have had limited success in the regular education environment with an alternative school that will give them a second chance. Grounded in the principles of expeditionary learning, the Ascend Academy utilizes the natural resources of a school forest and the surrounding community to create a learning laboratory. Creating a learning environment that is relevant, active, and product oriented to ensure that students develop academic, vocational, and social skills is the primary mission of the Academy.

At the Ascend Academy, curriculum is based on the expeditionary model. The expeditionary curriculum model allows students, both as individuals and as a group, to engage in experiential- and adventure-based learning. The name for the school is a metaphor for the curriculum approach that is used. When students enter the Academy they set out on a series of expeditions into learning. At the end of the journey is a high school diploma. Along the way are base camps. How students get to the base camps and reach their destination is individualized and self-paced. To implement the principles of expeditionary learning, the daily schedule is planned to include an academic block, an outdoor education leadership block, and an expedition block.

During the academic block, students use individualized and self-paced curriculum designed to improve basic skills and develop the knowledge required by Wisconsin Academic Standards. The Academy uses the

Portable Assisted Study Sequence, teacher designed learning packets, and the Destinations Computer Curriculum. Students are assessed to determine the appropriate level at which they should start the program and, in cooperation with the staff, determine a sequence of study that they will journey into. Students track their own progress and meet weekly with staff to update and modify their learning contract.

The Outdoor Education Leadership block provides hands on applied learning experiences in the Drummond School Forest. The Academy has been given the task of developing the school forest for use as an educational program. Students work with their teachers, a DNR Forester, and a naturalist from the Cable History Museum to develop a forest management plan, create a forest education program, design and build educational and recreational trails, and provide guided tours and educational programs for students from the Drummond Elementary School.

The Expedition Block engages students in exploring learning opportunities in the community and country through student field trips and use of the internet. In this block, students work as a group to identify expeditions that they will take during the school year that are connected to their learning. Some expeditions are nearby, some are far away, and some expeditions are taken over the internet. Each expedition starts with the planning and identification of the goals and skills that they will learn while on the journey. Summaries of activities and products produced by the students are recorded in a student portfolio. Upon completion of the expedition, faculty award credit based upon the quality of the product and the amount of time spent in a particular subject.

The Ascend Academy has recently moved into the former Drummond Library building. This building provides a relatively permanent off campus facility within walking distance of the Drummond K-12 facility. The district leases the facility, provides bussing, and delivers a hot lunch program. The school forest is located six miles from the facility.

A governance board consisting of the Academy staff, two parents, a school board member, the pupil services director, and the high school principal, establish policy and procedure for the Ascend Academy. The Drummond Area School District has entered into a purchased service agreement with CESA 12 to hire staff for the Ascend Academy, which includes a full time teacher and teacher assistant. The Academy has seats for 15 students and accepts students from grades 7–12 who are at risk of not completing a grade level or achieving a high school diploma.

The students and staff use a portfolio assessment process to determine student achievement of basic skills and academic standards. Performance is measured by observation, demonstration, and testing. Students will take the WSAS test and Graduation Exam. Grading occurs every nine weeks, however, credits may be attained at any time and in increments that are specified by an individualized student-learning contract. Parent and teacher conferences are held each grading period at which time students present their portfolios to the staff, parents, and Academy Governance Board.

3. Gilman, School District of Gilman Charter School

Est. 2001

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Gilman, WI 54433
Drew Johnson
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The overall mission of the charter school is to do a better job of meeting the needs of students who are falling short of attaining the state and local educational standards. Accordingly, the number one goal is that every student will meet the standards and become a high school graduate.

The program offered is very similar to the standard program of the regular junior and senior high school. It is the methodology in instructional

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School District of Gilman
Drew Johnson, District Administrator
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delivery and meeting the individual needs of the students that will vary. In general, a hands-on activity-oriented format is used, providing many opportunities for students to see and hold their learning concepts. The most important concept is understanding and accommodating individual differences in all aspects of students' needs, including their learning styles, while maintaining a rigorous academic program. It is the extra, individualized assistance that is provided to reach that standard which differs from traditional high school. This individualizing to meet student needs may involve some alternative assessment, which could include performance measures. There will be no lowering of the standard, either local or state, in meeting the educational goals. The charter school students meet the same academic requirements for course work and credits needed for graduation as the regular high school program. Charter school students who complete the requirements will receive a graduation diploma that is identical to regular high school graduates.

The charter school program is housed within the facility of the regular high school, which allows flexibility in allowing students to move back and forth between the two programs. For fulltime charter students, the core academic courses are taught in the charter school and elective courses are taken in the regular high school. Programming includes career planning, school-to-work, and community service. The career and job planning and community service component are not essentially any different than programming that is available to regular students.

The charter school will serve between ten to fifteen students who will be selected from grades 7–12. During peak times we may allow up to 25 students. The charter school is to be a viable option for a student in lieu of grade 8 retention. The charter school has teamed with Title I to provide appropriate core programming help for grades 7–8 students with extra needs. Credit deficiency is and will be a common characteristic of the charter school candidate. In general, the charter school is for the at-risk student who is facing school failure, is in danger of not successfully completing graduation requirements, is a potential drop out, or for remediation of students not attaining the state educational goals or performing to standards. In some cases, these are students with individual learning needs who do not qualify for special education services. Other students lack the ability to conform to the discipline and format of a traditional program.

Since the charter school is essentially a school within a school, the administrative and management structure is exactly the same as the regular high school. The regular high school principal is the charter school principal. The school board has every authority over the charter school that it has over the regular school. The teacher working in the charter school will be under the same work conditions and expectations as regular school professionals.

4. Hayward, Waadookodaading

Est. 2001

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Mary Hermes
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The mission of Waadookodaading, or The Place Where We Help Each Other, is to create fluent speakers of the Ojibwe language who are able to meet the challenges of a rapidly changing world. The school will be a community center for language revitalization, local environmental understanding, and intergenerational relationships. Students will be grounded in local Ojibwe language, culture, and traditions, and will gain an awareness of global concerns. The school's aim is to foster a love of learning while teaching the skills that will enable students to create solutions for our community and our planet.

Hayward Community School District
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Approved by the Hayward Area Community Schools in May 2001, Waadookodaading opened September 17, 2001, serving 20 students grades K–3, with plans to grow to K–12. Located near the beautiful Lac Courte Oreilles Ojibwe Reservation, many of our students come from the reservation community as well as the local rural area. In this respect, we see our school as a bridge between the public and the tribal schools. Many of our students come from low-income (90 percent qualify for free lunch), rural, Native American families. We expect many will be first generation college students.

Parents are expected to help with the school at least eight hours per month and attend a language class themselves. Many of the students' parents spoke the Ojibwe language but did not pass it on to their children because of their boarding school experiences. There are currently 15 fluent speakers in this community, most over the age of 60. Grandparents, extended families, and parents are a vital part of school and revitalization efforts.

We have set the very highest academic standards for our students. Our curriculum is aligned to the Wisconsin model of academic standards in all subject areas. We have researched and are implementing a curriculum framework based on national standards in math, science, reading, and language arts. All subjects are taught in the Ojibwe language. Ojibwe culture and values will guide the mission, and the school will base its framework on these themes. Through deeply integrating both high academic standards and the Ojibwe language, students will become thoughtful, skillful, and articulate community members.

One main theme that emanates from the Ojibwe culture is that of balance and respect. These are the values that guide Waadookodaading. The environmental and social messages that come from this rich cultural tradition are reinforced and embedded in the Ojibwe language. Seasonal immersion activities will bring together community and school, such as fall ricing and spring sugar bush. These are times when community, parents, and school are joined in outdoor traditional activities. The Ojibwe language will be used extensively at events to reach out to families and Elders.

5. Ladysmith, Project: Learning!

Est. 2001

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Ladysmith-Hawkins School District
Ron Jonjak, District Administrator
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Project: Learning! is a comprehensive charter school offered to students in grades 1–12. As identified by its title, Project: Learning! is strongly based on project-based learning and also offers students an opportunity to accelerate their studies. Hallmarks of our charter school are:

a. Project-based learning
b. International standards of education
c. Acceleration of learning

Project: Learning! will provide assistance to students who are capable of the perseverance and hard work it takes to accelerate their learning while at the same time providing opportunities for students to participate in more real world experiences. Student work will become international in scope as project-based learning activities become increasingly web-based and global. For example, projects on the social impact of the atomic age, which have been initiated at the national level (i.e. U.S. involvement in the nuclear weapons race), will expand to incorporate Japan, the formerly Soviet States, and European Union countries. Collaborating schools from overseas will be chosen through established organizations of international learning, primarily the International Schools Association. Lessons our

charter students share with their international counterparts will be taught to the same international standards.

Student projects are closely aligned to Wisconsin's Model Academic Standards. Assessment of student progress is performed through multiple methods, affording the clearest picture of student learning. The newest methodologies of brain-based learning and multiple intelligences provides the philosophical framework for charter activities.

A sampling of our Project: Learning! offerings follows. First grade students will spend half their day engaged in accelerated project activities integrating all subject areas, while receiving acceleration in their mathematics studies. Fifth graders are engaged in student initiated projects allowing students to explore in detail a variety of facets of the topic. Middle school students are offered a nongraded approach that uses both vertical and horizontal grouping to include in-depth projects based on student interest. High school students are participating in a half day completely project-based curriculum, tailored to each student. High school offerings will address a variety of student needs ranging from preparation for AP exams to learning life skills to pursuing lifelong interests in the greatest depth possible. Web based courses using interaction through well-monitored discussion rooms and exploratory collaborations are being developed.

Our biggest hurdle in establishing a charter school has been geographical. Because our district is so large, Project: Learning! has been established as a school within a school in each of four district school buildings. This allows students equitable access to charter school activities. It is our hope that all LHSD students who desire a challenging, stimulating environment in which to accelerate their learning will be well served by Project: Learning!

6. Milwaukee, Audubon Technology and Communication Center

Est. 2001

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Milwaukee, Wisconsin 53215
Ada I. Rivera
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riveraai@mail.milwaukee.k12.wi.us

Milwaukee Public Schools
Spence Korte, District Administrator
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During the 2000–2001 school year, the Audubon Technology and Communication Center (ATCC) petitioned the Milwaukee Public School (MPS) Board and was granted charter status. At ATCC, we honor and appreciate the diversity of our families and community, including all aspects of culture, socio-economic, academic, and gender differences. ATCC has made a commitment to its students and to its community to provide a physically and psychologically safe place, which ensures the best possible education and prepares students to live, work, and communicate in this new millennium. We recognize each student's unique potential; therefore, our charter school's program is based on the student's needs and the staff endeavors to empower all students with the ability to learn. We feel that it is important to work in a school where the staff, parents, students, and community members are empowered to make decisions related to the educational process.

The ATCC has 940 student representatives of European, African, Hispanic, Asian, Native American, and other descents, enrolled in grades 6, 7, and 8. The student population includes large percentages of special needs, Section 504 accommodation needs, and at risk students. Nearly 70 percent of the student population is economically disadvantaged as evidenced by their participation in the free or reduced lunch program. ATCC believes that all students can be successful. Our goal is to promote communication, the most basic human strategy we use to raise, to educate, and to empower our children. We seek to improve students' ability to express themselves articulately, creatively, critically, and professionally.

The staff at ATCC makes a commitment to build upon a solid foundation of rigorous academics and to implement programs that are conducive to the intellectual, emotional, and social growth of our students, starting where the child is functioning and moving forward through academic intervention, enrichment, and acceleration opportunities. Each child is challenged to achieve academic success through the use of direct instruction, individual or cooperative teams, problem-solving activities, and real life experiences. The ATCC utilizes a curriculum that provides constant reinforcement and extension in all content areas. All curricular areas incorporate the Wisconsin State Standards and MPS grade level standards.

The increased number of requirements necessary for student advancement has made it very difficult for the ATCC's staff to provide the time and flexibility necessary to increase student success using our traditional instruction methods. Flexible programming options center on reorganizing the school day so that it provides more student contact time, reduces the fragmentation of the day, and allows teachers to adapt their instructional strategies to address the different ways in which students learn. A needs assessment was conducted that resulted in the ATCC community identifying student programming as a priority area for the first year of our charter implementation. It is the belief of the ATCC community that flexible programming options will provide more instructional opportunities for students to succeed in school.

7. Milwaukee, Fairview School

Est. 2001

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Fairview School is a partnership of families, staff, and community that educates 628 students in grades K4 through sixth grade. As we expand our programming to include the seventh and eighth grades over the next two school years we will continue to prepare our students for global citizenship and future career opportunities. We celebrate the diversity of our population and the uniqueness of each individual through a multicultural curriculum, individualized programming, and cooperative learning. We believe in reaching out to every student with our high expectations. A rigorous basic curriculum together with a positive school climate, outstanding programming in art and music, and technology options enable us to modify and adapt learning experiences to make every student successful. This is evident in our assessment scores being at or above district and state levels.

Fairview has been on the cutting edge in elementary education for well over a decade, and will continue to be so by refining and improving upon everything we are doing and extending our initiatives into the seventh and eighth grades. We envision the continuation of our inclusive cross-categorical programming to be a natural extension for our students. They will not be required to abruptly transition to traditional middle school programming. We will provide consistency and stability for students through their upper elementary years. Positive relationships are developed between our oldest and youngest students through mentoring and role-modeling activities.

Parental support and enrichment activities strengthen our programming. The Fairview School Governance Council has a strong voice in directing and maintaining the focus of our educational environment. The Fairview PTA supports the educational programming and sponsors family activities.

8. Milwaukee, I.D.E.A.L. Charter School

Est. 2001

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I.D.E.A.L. Charter School is a K4–8th grade Milwaukee Public School instrumentality charter, which opened during the 2001–2002 school year. A group of dedicated parents, teachers, and community members who strongly believe in individualized, developmental educational approaches have joined together to create I.D.E.A.L.

I.D.E.A.L. is a learning community where students, parents, and staff have ownership of the program. Flexible groupings, a child centered curriculum that is relevant and challenging, integration of subject matters, active learning, and exploration are the cornerstones of our educational plan. We offer real life educational experiences, extended day programs, and recreational opportunities to our students and their families through collaboration with community businesses and agencies. We have attracted a diverse student population to our school.

I.D.E.A.L. Charter School, located on Milwaukee's south side, offers parents a unique choice when selecting a public school for their children. Surveys conducted in the community indicate that people are looking for smaller schools where they have the opportunity to have a strong voice in planning for their child's educational program. I.D.E.A.L. serves as a model for what a successful school should be.

I.D.E.A.L. is governed and managed by those directly involved in the educational process. Our shared governance model offers a unique opportunity for both parents and teachers. We have established a not-for-profit cooperative as one major portion of our governing structure. I.D.E.A.L. serves as a resource for parents and other schools providing information on developmentally appropriate practices and alternative governance models. I.D.E.A.L. is built around five important constructs, which are all crucial to the success of our program:

1. Multi-aged, inclusive classrooms
2. A shared governance model
3. Students actively engaged in meaningful learning
4. Assessment by performance, product, and demonstration
5. Community involvement

I.D.E.A.L., through charter status, is able to meet these constructs in creative and flexible ways.

9. Milwaukee Leadership Training Center

Est. 2001

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The Milwaukee Leadership Training Center (MLTC) is a nonprofit, noninstrumentality charter school operating through a contract with the Milwaukee Public Schools (MPS) system that serves the community's most challenging children—boys and girls—in grades 5 through 12.

The MLTC offers a highly structured, experiential, vocational, and technology-based educational program designed to serve our most challenging, often labeled at risk, children including middle school- and high school-age youth who have served time in detention and or or those who have been incarcerated. The MLTC combines a philosophy and practice of nonviolence with leadership training strategies drawn from the U.S. Military. The MLTC, located in the St. Joseph's Center owned by the School Sisters of St. Francis at the southwest corner of S. Layton Boulevard and Greenfield Avenue, provides rigorous, hands-on educational opportunities for young people who have not had success in traditional school settings and who would, most likely, not otherwise gain access to experiential and technology-rich curricula that emphasize student achievement.

10. Milwaukee, Learning Enterprise Vocational and Training Institute

Est. 2001

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Learning Enterprise Vocational and Training Institute (LEVTI) is an offshoot of Learning Enterprise of Wisconsin, Inc. (LEW, Inc.), which was founded in 1988 in response to a Learn fare initiative requesting schools to respond to the need of teen parents at risk of not graduating from high school. Since then, LEW, Inc. has successfully operated and maintained an alternative high school in partnership with Milwaukee Public Schools (MPS) and continues to maintain excellent working relationships with MPS. LEVTI was created to respond to the needs of those students who are not motivated by the regular school setting. LEVTI is a school-based enterprise, chartered through the Milwaukee Public School (MPS) System. The school offers vocational training in fashion and design, carpentry, cosmetology, print and graphics, and auto detailing to high school juniors and seniors who have completed their entire core curriculum and only have electives to complete toward high school graduation. LEVTI is open to all MPS students and the general public. Recruitment is through referrals from MPS, television commercials, radio advertisements, flyers, and word of mouth.

Learning Enterprise of Wisconsin, Inc. believes that every child can learn if provided an educationally sound environment. Historically, vocational education and school-to-work initiatives have been successful in reducing truancy, improving classroom participation, and improving graduation rates. LEVTI believes that the hands-on, experiential learning provided by these vocational classes will provide meaningful learning to the students and provide them with careers that will sustain them after high school.

Each vocational area is simulated to represent the work place of a carpentry shop, beauty salon, fashion and design boutique, and a print and graphics shop. Students spend their entire day in their specific vocational choice. The cosmetology component is a licensed beauty shop meeting all the requirements of the state to prepare the students for the Wisconsin State Boards. Students in auto detailing, carpentry, and fashion and design will earn certification through the Milwaukee Area Technical College as licensed auto detailers, carpenters, and fashion designers. Students in the graphics program will receive certification in various soft wares such as Microsoft Word, Microsoft Excel, PhotoShop, PageMaker, Quark, and Web Page Design.

The school has a principal and four coordinators, one from each vocational area. Coordinators work with their assistants to maintain their enrollment of 20 students who stay with them for two years for an accumulation of 1,800 hours. Each program functions as a school within a school, developing its own schedules, field trips, and discipline policies. Students are placed as interns in the appropriate businesses for three weeks each semester. There is an advisory board of 13 members made up of four parents and four students representing each area of study, one community representative from each participating placement business, and the administrator or principal. The advisory board handles discipline matters and advises the principal in matters pertinent to the smooth operation of the school.

LEVTI's foundation revolves around the concept of PROFIT, which stands for, Presentation, Responsibility, Organization, Family, Integrity, and Time management. LEVTI is a school that cares; therefore, every one treats each other with respect and strives to do their best. The school maintains as its educational goals:

- 85 percent attendance, retention, graduation, and a mastery competency rate.
- Measurable competencies and vocational aptitude tests for each program given at the end of each semester to ascertain interest level retention.
- Testing all students using AGS tests upon entry to establish reading and math levels.
- Retesting students at the end of each semester to establish the increase in reading and math levels.
- Evaluation grade from internship placement.

The school strives to keep a racial and ethnic balance that follows the standards established by the Department of Public Instruction for schools.

11. Milwaukee, Phoenix Charter School

Est. 2001

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Phoenix School serves a maximum of 150 high school students from across the city of Milwaukee in grades 9–12. Our population is typical of the Milwaukee Public Schools. About 70 percent of our students receive free or reduced lunch, 60 percent of our students are classified as at-risk by the district, and 85 percent are classified as minority.

The school strives to be a center for inquiry where students and teachers work together as a community of learners to produce excellence. Within each of the core subjects, learning takes place through thematic, interdisciplinary, and project based learning. Students learn to become accurate self-assessors. The focus is not only on content but also on the learning process itself. The school uses a full inclusion model, with special needs students participating in community work experiences in addition to the program offered at the school.

Guiding all decisions made at the Phoenix School is a philosophy known as the Circle of Courage. The Circle of Courage is divided into four areas called Belonging, Mastery, Independence, and Generosity. The key to interpreting the behavior of an individual is understanding how he or she views their environment through these four filters.

First and foremost, students must feel that they **Belong** at the school. Our behavior system as well as our method of instruction is designed to constantly remind students that we value them and want them to be in school and in class every day. **Mastery** refers to the need to feel successful. Project based learning allows us to individualize as much as possible. By starting at the student's current level of functioning and pushing them to constantly improve, students have the maximum opportunity to experience success in each class. **Independence** refers to the belief that students will act responsibly if they are given the opportunity to do so. When students do make mistakes, it is not that the student needs to be punished; rather they need to learn why the behavior was inappropriate. As a staff, it is our task to help the students make better choices or in some cases teach them the appropriate behavior that is expected. We must also provide appropriate opportunities to practice this desired behavior and allow the student the chance to demonstrate an increased level of self-control and responsibility. **Generosity** concerns the recognition that everyone has skills they can contribute to the good of society. Students are expected to participate in 30 hours of community service or service learning each year.

In summary, the Circle of Courage is more than just a framework for viewing student behavior. It is actually a framework for the operation of the school. It is reflected in our interactions with students, our expectations, and the climate we create in the school. We pride ourselves in this

difference and know that it affects our students long after they leave our classrooms. The lessons students learn through the modeling of this philosophy carries over into the way they interact both inside and outside of school. It ultimately shapes the type of citizen they will become upon graduation from the school.

Evaluation covers the full range of possible assessments including traditional tests, performance tasks, projects, oral presentations, one-on-one discussions, and written papers. The school year ends with students presenting their Learning Portfolios to a panel composed of a community member, the cohort teacher, a peer from the cohort, and possibly the student's parent, guardian, or another significant adult of their choosing. This panel evaluates the current level of performance and provides immediate feedback to the student with specific recommendations for improvement. Through these multiple measures, students not only gain a sense of what they know, but become conscious of the learning process. They are also able to note their improvement throughout the year as well as through the four years of high school.

12. Milwaukee, Siefert Charter School

Est. 2001

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The mission of Siefert Elementary School is to ensure that all students will reach their academic potential and will become responsible, well-rounded citizens in the twenty first century. Siefert students will be proficient writers, speakers, and readers. They will be competent, creative problem solvers in both science and mathematics and will be familiar with current technological advances.

Siefert Elementary School, located in a near north-side neighborhood of Milwaukee, serves approximately 500 regular students and exceptional education students from Head Start through fifth grade. The population includes 95 percent African American, 1.4 percent Asian, 1 percent Hispanic, 0.4 percent Caucasian, 0.2 percent Native American, and 1.8 percent other. With a mobility rate of 35 percent, 95 percent or more of the students qualify for free or reduced lunch.

Siefert Elementary School applied and was granted charter status for the 2001–2002 school term. We sought this autonomy to continue our current efforts to attain academic excellence for our K3 through fifth grade student body. These efforts are focused primarily on SRA Direct Instruction, Efficacy, and Total Quality Education (TQE). The employees of our school community utilize effective instructional practices and frameworks to ensure the success of our students. Direct Instruction has enabled us to provide systematic reading instruction that accelerates student development. As an Efficacy pilot school, we know that all children can learn when effective data-focused strategies are implemented. Through our Koalaty Kid school status and training, we employ the tools and processes of the business industry to assess, monitor, and adapt our practices and ensure quality instruction. Other programs such as Project Seed, 6+1 Traits, and The Science Club have been implemented to respond to identified needs in the areas of reading, math, writing, and science.

Siefert Elementary School's educational plan is results-driven and designed to provide information needed to measure and track the school's progress toward its goals; make adjustments to the educational plan when necessary; and report the data to parents, the community, and the Milwaukee Board of School Directors.

To accurately gauge our progress and the effectiveness of various initiatives, the school spends time analyzing student performance data. This information is analyzed in various teams and used to make in-course cor-

rections that result in academic success. Our current data reflects our journey for continuous improvement, as each year the number of students that are proficient or advanced increases. As areas in need of improvement are targeted, staff development is focused to increase the teaching capacity to provide effective instructional practice.

The support for our charter status was overwhelmingly positive. The staff voted unanimously to seek charter status. After presenting our case to the district committees for approval, the Charter Committee gave unanimous support to the school and the Superintendent's Committee approved Siefert for charter status. The school board also gave unanimous approval for charter status. A large percentage of the parent population supported the school. As a charter school, parents will be granted a binding voice in school decisions through the governance council.

Parents have always been a viable part of the Siefert School community. In addition to representation through the governance council, they will retain all their previous vehicles for input, such as the PTO, classroom visits, conferences, family nights, surveys, and meetings. The relationship between parents and teachers is critical for the success of students. As a charter school, Siefert continues to work to build meaningful partnerships with families. Siefert has also developed partnerships with the surrounding and extended community. The school collaborates with organizations, such as the House of Peace, to provide services for residents in the neighborhood.

Operating as an instrumentality of Milwaukee Public Schools, Siefert will retain a working relationship with the district and follow many of its designated policies and practices.

13. Milwaukee, Solomon Juneau Business High School

Est. 2001

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Solomon Juneau Business High School's mascot is the "pioneer," and Juneau has been a pioneer in a number of areas. Juneau became one of the first two high schools in the nation to receive the federal government's Comprehensive School Reform Grant in 1997. This allowed Juneau to be the first high school in Wisconsin to implement its innovative Intersession program in 1998. Now Juneau is the first traditional Wisconsin public high school to convert to a charter high school.

Juneau's Intersession program allows Juneau to break the school year into three segments. In the fall semester, students take six classes of 57 minutes and the semester ends right before winter break in December. The same is true for the spring semester beginning at the end of February. In the middle is a 33-day Intersession. During Intersession, students take only three classes in blocks of 113 minutes.

Intersession allows students who failed basic classes during the fall semester to retake those classes and be back on track for the spring semester. For other classes, students have the time for more project oriented class work and extensive off campus studies.

Survey results show that the Intersession program is supported by all members of the Juneau school community: students, parents, and staff members. An independent study by UW–Milwaukee researchers gives high marks to the program.

Juneau's program is unique to the district. Sometimes Juneau is the only Milwaukee Public School in attendance and on other days it is the only school off from classes. Juneau is also the only regular high school to end its fall semester at winter break.

14. Milwaukee, The Veritas High School

Est. 2001

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The Veritas High School converted to a charter school in September of 2001 and serves 150 students in grades 9–12. Veritas High School is designed to give students the academic content and intellectual learning skills they need to fulfill their promise as individuals and succeed in personal, business, professional, and civic relationships. To meet this mission, The Veritas High School provides children with a coordinated, classical academic program so they can make connections between ideas, develop character, examine core values relating to truth, beauty, justice, liberty, goodness, and equality, and find meaning in their lives and future.

The model for this program incorporates elements of the work of Victor Frankel and Mortimer Adler. The Veritas High School connects students to the bases of strong character—ethics, academics, principles, values, and intellectual skills, all coupled with a passion for learning. The curriculum's academic focus is on answering six great philosophical questions (Adler, 1982) and applying them to decision-making and relationships with themselves and others. The six questions are: What is truth? What is justice? What is liberty? What is beauty? What is equality? What is goodness?

Children will learn by working in Socratic seminars, researching individual projects, completing team projects, sharing in dialogue groups, participating in formal presentations, and working in the community in a variety of settings. Instruction will also include:

1. *Basic skills:* reading, writing, spelling, calculating, listening, speaking, and communicating
2. *Analytical skills:* the ability to think rationally, solve problems, gather and analyze information, make critical and independent judgments, and argue persuasively
3. *Basic body of Knowledge:* information and concepts in literature, fine arts, mathematics, natural science, and social sciences
4. Skills and attitudes for life-long intellectual activity
5. Knowledge in computer science
6. *Citizenship education:* government, basic governmental values, political skills, state, national, and world history, human relations and cultures
7. *Personal development:* coping with social change, hygiene, wellness, creative expression, morality and individual responsibility, decision-making skills, and personal judgment

Student assessment includes external evaluation by teachers and others based on criteria, rubrics, and standards that relate to high performance in a competitive and cooperative society. It also requires students to self-assess by examining their aspirations, skills, and attitudes based upon their decisions and performance.

15. Milwaukee, Whittier Elementary School

Est. 2001

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Whittier Elementary School is a positive, K4–5 educational learning center where students, parents, and teachers collaboratively work together to achieve higher levels of success in educating our students. Our vision is to provide a safe learning environment, raise student achievement, and instill within our students a life-long love of learning.

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As one of 16 Milwaukee Public Schools (MPS) charter schools, our objective is to increase levels of academic excellence through many initiatives. We aim to provide an environment that is conducive to learning, promotes student awareness and appreciation of different cultures, develops and enhances student self-esteem, strengthens parental involvement, and increases awareness of our presence in the community by advocating Whittier as a school where students will partake in an unprecedented educational experience.

In order to meet these objectives, we will utilize a curriculum that provides constant reinforcement, extension, and enrichment in all content areas. All curricular activities will incorporate the Wisconsin state standards and the MPS grade level expectations. A four block reading and language arts model will be employed to accommodate the learning styles and abilities of our students. Math instruction will consist of an integration of MPS's new math series *Investigations* and a comprehensive series that addresses basic skills. Hands-on science will be taught throughout each grade level, with an emphasis on the scientific discovery method. Social studies instruction will focus on an awareness and understanding of the world around us, as well as an appreciation of diverse cultures. The use of technology will be an integral part of instruction in expanding boundaries in the classroom. We aim to take a leadership role in bridging the gap of the digital divide so that our students can be technologically savvy.

Whittier Elementary School offers an array of programming such as Parent Involvement Day, a day in which parents and students will participate together in a regular school day of activities; Project Respect, a theme which will be extended to the local community; the Whittier Garden Project, which engages students in learning experiences across the curriculum; Career Week, which will involve parents, businesses, and other members of the school community in meaningful exchanges with our students; and Whittier Challenge program, a summer program designed to be an alternative to retention.

At Whittier Elementary School, we will evaluate our programs through school-wide assessments, including the district and state standardized tests. We will continue to address the state and district standards. In addition, we will encompass the MPS Accountability Plan approved by the board.

16. Oshkosh, The EAA and Oshkosh Schools Third-Grade Aviation Charter School

Est. 2001

Oakwood Elementary School
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The Oshkosh Area School District established the EAA and Oshkosh Schools Third-Grade Aviation Charter School in partnership with the EAA Aviation Foundation, developing and implementing an aeronautics-based curriculum that incorporates an aviation theme across all content areas, including art, music, and physical education.

The EAA Aviation Foundation, located at the EAA Aviation Center in Oshkosh, WI, was established in 1962 to advance the spirit and standards of aviation heritage, education, and research/innovations. The EAA and Oshkosh Schools Third-Grade Aviation Charter School represents a pioneering step in forging a link between traditional, structured, or formal education and the realm of free-choice learning. Using the school within a school model, two third-grade classes in separate schools of the Oshkosh Area School District (Jacob Shapiro and Oakwood Elementary Schools) began utilizing the newly developed curriculum in late August of 2001.

The different and distinct curriculum for the charter school has been developed by selected third-grade teachers, with the support of district

administrators and building principals, in cooperation with EAA Aviation Foundation representatives and McGraw-Hill consultants. The proposed curriculum and learning approach include web-based and distance education links to the EAA Aviation Foundation in order to provide ready access to the Foundation's extensive aviation resources (aeronautic personnel and experience, research and development facilities, aircraft and aviation artifacts, network resources) thus enriching the classroom experience with virtual connections to the living history and laboratory, based right in the students' own backyard. The EAA Aviation Foundation has developed eight supplementary Internet WebQuest units that are coordinated with the eight units of the classroom curriculum. Each unit follows a standardized format that clearly presents the components of Introduction, Task, Process, Resources, Evaluation, Conclusion, and Teacher Pages.

To further reinforce and sustain the charter school students' enthusiasm for and understanding of aviation applications, the EAA Aviation Foundation has provided and will continue to provide hands-on experiences at the EAA's museum, Leadership Center, and Academy Lodge facilities in Oshkosh. Through existing programs such as eXperimental Files, Operation Aviation, Night Flight, and Formation Flight, students will directly observe *and* or *or* participate in a variety of discovery and project-based activities. During last summer's Air Venture 2001 Fly-In, the EAA Aviation Foundation sponsored a Charter School Day to provide prospective charter school students and their parents a chance to experience the excitement of aviation and to view first-hand the interest and commitment of aviation enthusiasts from around the world.

Parents of charter school students will remain active participants in the charter school activities and co-learners with their children through a series of school-sponsored meetings with varying formats, to be conducted at each school classroom, at the EAA Aviation Foundation Oshkosh site, and at distance education sites equipped with two-way interactive equipment. These sessions will consist of joint teacher and student activities as well as separate student and parent sections geared to their respective levels.

Students of the EAA and Oshkosh Schools Third-Grade Aviation Charter School will be able to observe first-hand how their efforts can be applied to real-life situations by students not much older than themselves, through the EAA's newly inaugurated Operation Aviation program. Operation Aviation synthesizes the science, history, mechanics, and mathematics of aviation with cutting-edge technology and full-immersion simulation education techniques. Participants, ranging from sixth-grade students to adults, employ exciting, hands-on activities and dynamic role-playing scenarios in a simulated flight mission. Four-person flight crews receive preparation activities and support materials prior to undertaking a complete rescue and relief effort in a disaster area. The flight crews carry out their missions in full-size cockpit simulators that can be observed by charter school students. As the charter school students watch the crews resolve challenges and complete missions using their acquired knowledge, preparation activities, creative thinking, and teamwork, the groundwork for the charter school students' sustained interest and persistence will be established.

Evaluation and assessment of the charter school will both ensure compliance with state and local academic performance standards, and provide measurable evidence of the effectiveness of the curricular and pedagogical approach embodied by the EAA and Oshkosh Schools Third-Grade Aviation Charter School. Assessment components will include the regular evaluation measures developed as part of the new curriculum, as well as results of the statewide Third-Grade Reading Comprehension Test, the existing Terra Nova evaluation program within the school district, two

evaluation programs conducted in partnership with the University of Wisconsin–Oshkosh, and a summative assessment conducted by the CESA 6 Center for Assessment and Instruction. Such an assessment program will serve as a gauge of success for the partnership between the EAA Aviation Foundation and the Oshkosh Area School District, and as the basis for modification of charter school programs and for dissemination of this charter school's activities and outcomes as replicable models for other classrooms, school districts, museums, and similar entities with under-utilized resources for stimulating and fostering life-long learning. In this way, the EAA and Oshkosh Schools Third-Grade Aviation Charter School will advance the view of learning as a series of related and overlapping, whole-body, whole-brain processes that ultimately hinge on the personal motivation of the learner and the enabling physical and social contexts of the learning setting.

17. Rice Lake, Barron County Alternative School

Est. 2001

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The Barron County Alternative School was approved for charter status in August 2001 and began operation on August 29, 2001 as the Barron County Learning Center. The school currently serves 27 at-risk students from the Barron, Cameron, Cumberland, and Rice Lake School Districts. Since the beginning of our alternative education program in 1990, the administrators and staff from the Barron County area have identified a growing population of at-risk students whose needs are not currently being met in conventional education programs. After investigating charter programming in Wisconsin, the consortium of schools believes that our acceptance as a charter school strengthens our programming as we serve the following needs:

1. To serve more at-risk students in a flexible educational setting.
2. To differentiate the services for at-risk students to include strong mentorship and service learning components.
3. To establish an alternative curriculum that provides at-risk students with opportunities to engage in activities that integrate and apply basic curriculum to the work place and real life situations.
4. To broaden the partnerships between parents, community members, businesses, and higher education.

The ages of these at-risk students range from fifteen to nineteen and, in special circumstances, until the age of twenty-one. Two full-time teachers staff the charter school. Dr. Paul Vine, Rice Lake Superintendent of Schools, is the administrator in charge of working with the Advisory Committee to oversee the development of the policies and operations of the charter school.

The primary goal of the Barron County Learning Center is to provide an integrated academic, behavioral, and vocational program to keep at-risk youth in school, to achieve credit towards a high school diploma or equivalent, and to successfully transition the youth from school to work or a post-secondary program.

Students are referred to the Barron County Learning Center upon recommendation from their local school district and the high school principal. The Barron County Learning Center staff, students, and parents work with our partners at the Barron County Health and Human Services Department and Barron County Workforce Resources to create Individual Accommodation Plans (IAP). The objectives of these plans are to deliver developmentally appropriate educational programs to students that can include the following elements:

- *Varied research-based instructional strategies* such as direct instruction, group instruction, collaborative projects, hands-on, and experiential learning opportunities.
- *Technology integration* that emphasizes self-paced and competency based instruction.
- *Multiple assessment strategies* such as standardized tests, portfolio review, self-assessments, work performance, presentations, and demonstrations.
- *Alternative experiential education curriculum* that includes service learning, mentorships, and work experiences. These allow at risk students to master basic skills and demonstrate achievement of Wisconsin's Model Academic Standards.

The Barron County Learning Center has recently relocated to a leased building in downtown Rice Lake, and includes space for whole group instruction, small breakout rooms, a conference room, lab areas, storage, a kitchen, and lunchroom areas. This building provides a more central location for the partnering public school districts and it is in close proximity to Wisconsin Indianhead Technical College, Barron County Campus, and a large variety of businesses. This expansive new space also allows for a larger student population and potential partnerships with other school districts.

Unique academic programming allows for the staff, along with outside partners, to create an educational environment that is student-centered, utilizes technology and other resources, and encourages the application of applied learning strategies. The student learning lab will provide students with resources to work independently with various simulation programs, instructional software packages, and NovaNET, an interactive electronic curriculum that offers a range of curriculum that can be customized to meet with Wisconsin Model Academic Standards.

The vocational programming for the Barron County Learning Center includes an experiential component that is required of all students. During each year of attendance, an outside learning, volunteer, or work experience is included on the IAP. Staff members and the Barron County Workforce Resources are collaborating with business partners, parents, and the community to provide work and volunteer experiences in a variety of areas including food service, farm and factory, nursing home and daycare assistance, and Humane Society and HeadStart services.

The Purple Loosestrife Control Project and the Boundary Waters Canoe Area Wilderness Experience are examples of current opportunities that allow students to integrate these experiences with the Wisconsin Model Academic and Performance Standards and the Individual Academic Plans. Strong partnerships with the Wisconsin Department of Natural Resources, the Barron County Conservation Department, and the Barron County Workforce Resource will help us to continue to build more learning, work, and volunteer experiences as our program grows. The addition of environmental science equipment, technology, hands-on curriculum materials, and outdoor field equipment allows us to expand our programming to meet a broader range of the curriculum and the needs of our students.

In addition to evaluating authentic learning achievements, the staff will collect individual student's data to compare to baseline data and the goals of the IAP. Standardized test scores, grades, completion of credits, work experience evaluations, and portfolio and written work samples are examples of materials to be used in the evaluation process.

Staff members, the Advisory Committee, and external consultants will conduct an evaluation of the Barron County Learning Center programs at the end of each academic year.

18. South Milwaukee, Connects Learning Center

Est. 2001

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Connects Learning Center serves at-risk high school students from South Milwaukee, Oak Creek, and Cudahy School Districts. These students are selected by their home school's team, based on their lack of success in the traditional high school environment. Connects works in collaboration with the staff from these individual high schools. Graduates assisted by the Connects Learning Center are awarded diplomas from their home high schools. Connects Learning Center advisory board is comprised of local and state politicians, district administrators, business partners, and Connects' staff.

Connects Learning Center offers students a variety of unique educational programs. Most core subject instruction is delivered via computers and Plato software. Instructors are responsible for assigning coursework, administering tests, and evaluating results. Curriculum and tests are developed in collaboration with participating high schools and are aligned with state standards. Connects' curriculum emphasizes writing skills; each student is required to write two research papers per semester and to engage in daily writing assignments inculding journals, letters, editorials, and themes. Connects is currently developing a newspaper that is designed to include articles pertaining to our three participating school districts.

Connects' students participate in physical activities offered through the YMCA-Cudahy, in an effort to earn credit in physical education, and they participate in community service projects. Connects also offers students an opportunity to gain knowledge and experience regarding financial matters through the volunteer participation of two local businessmen from New England Financial. This program is preparing students to manufacture, market, and sell a product to earn money for an outreach educational sailing trip this spring. Students will establish the "Connects Company," and will gain first hand knowledge regarding the operation of a business and its inherent financial challenges.

In addition to the program's goal to assist students in their quest to earn high school diplomas, Connects also strives to prepare students for the work place, for higher education *and* or *or* technical training by providing students with continual opportunities to develop the life skills and social competencies essential to their immediate and future success.

Connects students are assessed through numerous measures; tenth grade students participate in standardized tests (WKCE) at their home high schools. Students also work to levels of mastery in their coursework and are required to pass computerized tests that are followed with written tests. These written tests are developed through the program's collaboration with each district high school and they are aligned with state standards. Students are also assessed through a comprehensive portfolio that consists of projects and assignments completed by the students throughout the semester or year.

The program is evaluated through the collection of data upon which an annual Connects Learning Center report is based. The data includes student transcripts, credit status, attendance records, and documents regarding behavior, parent surveys, and parent and student evaluations. Results of these findings are presented to stakeholders including parents, students, educational staff, community members and business partners, and the Connects Advisory Board.

Parents attend initial and annual intake interviews with their daughter or son. They also participate in parent and teacher conferences and parent

meetings to assist in the improvement and the expansion of the Connects Learning Center.

The three participating school districts equally divide the salaries and the benefits of Connects staff members. The in-kind contributions include administrative support, transportation, clerical needs, and services provided by guidance counselors, social workers, psychologists, work study coordinators, and additional part-time instructors. The Oak Creek District is providing a temporary site for the Charter School.

19. Sturgeon Bay, Door County Charter School

Est. 2001

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The Door County Charter School (DCCS), located in Sturgeon Bay, was chartered on August 14, 2001 as an initiative of the School District of Sturgeon Bay in working partnership with the county's three other mainland school districts. It is open to high school-age youth from public, private, and home schools across the 80-mile long peninsula. Enrollment is one-sixth Gibraltar Area, one-sixth Sevastopol, one-third Sturgeon Bay, and one-third Southern Door County students. High school students on Washington Island will have the opportunity to participate in DCCS's alternative programming through an Internet-based curriculum. Instructional programming and supportive activities provide a voluntary educational alternative to highly at-risk students who are in danger of not graduating from high school. In its first year of charter, enrollment is projected to be 30 students, or two percent of the county's public school (grades 9–12) enrollment of 1,500 students. The school opened December 17, 2001.

Located near Sturgeon Bay's high school campus, DCCS is a voluntary, student-centered educational program in a non-traditional setting. It provides students with individualized programming in the areas of vocational, career, and academic subject matter, as well as personal, social, and emotional development. The school's goal is to assist students in graduating and becoming productive members of the community.

Based on the proverb that "it takes a village to raise a child," at Door County Charter School, each child is a member of a family, a classroom, a school, and a village (or a community), and each community member bears responsibility for the success of the child. Door County parents and families concerned with the healthy development and lifelong success of their children have joined with educators, human service agencies, and businesses to cooperatively and collaboratively reembrace those aspects of community that make youth feel valued.

The governance of DCCS is a three-tiered system that encourages maximum involvement from key stakeholders and provides a flexible system that allows voice, access, and ownership to all program partners. As the sole chartering authority, the Sturgeon Bay School Board is responsible for fiscal and administrative oversight. A governing board oversees policy and long-term planning and is advisory to the DCCS director. The off-site director and an on-site lead teacher and supporting teacher are members of the site-based management team for daily operations.

The school educates students for whom traditional methods of intervention and education have been unsuccessful for a variety of reasons. Each student has an individualized instructional plan (IIP) based on needs, skills, interests, and credit status. Baseline achievement information is obtained at admission and is used in developing a student program. Curriculum offerings are self-paced and credits earned are based on the Wisconsin Model Academic Standards, allowing students to earn a diploma from their school district of enrollment. Students participate in the Wisconsin Student Assessment System.

Academic curriculum components are web-based and computer accessible through Internet portals. For the vocational components of the curriculum, teachers and students use Door Kewaunee Business Education Partnership to provide hands-on, real-life (and real-time) work experiences. Programs that use community volunteers for information and skill resources are held weekly to widen educational experiences. Community volunteer service (service learning) is required from each student. The Door County Department of Social Services and Door County Community Programs provide wrap-around services to enhance students' natural family and community connections to ensure success. Students have access to extra curricular activities in their home districts, including WIAA athletic participation, academic competitions, and music, theatre, and fine arts activities.

The school day is split into two three-hour learning blocks (academic and vocational) for a total of six hours and includes computer-based curriculum, individualized units of instruction, and independent living skills. Opposite the academic block is the vocational block, which includes some form of work experience requiring the student to meet various employability competencies. Flexibility to change the time of the learning blocks to better meet the needs of the student is built into the student's individualized instructional plan. Students share responsibility in the cleaning and maintenance of the school and equipment as well as menu design for nutritious snacks and meals.

The Door County Charter School will reinforce core developmental processes needed by it's community's youth to help them develop a positive view of self, a sense of belonging and being valued by the community, and a sense of purpose.

20. UW–Milwaukee, The Milwaukee Urban League Academy of Business and Economics

Est. 2001

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The Milwaukee Urban League Academy of Business and Economics (The Academy) is designed to assist a predominately urban, culturally diverse, disadvantaged, and at-risk population of children. With a highly qualified principal, certified teachers, smaller class size, and an extended school day and school year, our school focuses on preparing each child to assume full, competent, active, and leading roles within our society.

In the primary and elementary grades, The Academy focuses on themes relating to personal finance and basic entrepreneurship. Students learn skills such as basic banking, personal budgeting, and problem solving. In the junior and senior grades, students graduate to more advanced business and finance topics including basic investing and personal financial planning, economics, finance, and marketing.

Throughout our curriculum, the school ensures that students have the opportunity to engage course material actively, rather than as passive learners. Students make investment decisions, select and follow their own shares of stock, plan marketing strategies, write proposals, design budgets, work with spreadsheets, apply for credit, make presentations, and interact with one another to achieve specific goals. They also receive the benefit of working with organizations such as The Milwaukee Center for Entrepreneurship, Junior Achievement, and the UW–Milwaukee Center for Economic Education, which will bring Milwaukee professionals into our classrooms to share their insights and conduct exciting, business-related lessons. These opportunities will inspire our students to learn how to function in the free enterprise system, understand business and economics, and prepare them for the workforce.

The Academy has contracted with Edison Schools Inc., the nation's leading private manager of public schools, to serve 1,500 Milwaukee students in grades K–12. Although the school is open to all Milwaukee residents, we have targeted students from low-income families and students of color.

The Edison Schools design is based on the following fundamental research-based principles: schools organized for every student's success; a better use of time; a rich and challenging curriculum; teaching methods that motivate; assessment that provides accountability; educators who are true professionals; technology for the information age; a partnership with families; schools tailored to the community; and the advantages of system and scale.

The Milwaukee Urban League also chose Edison Schools Inc. because of its ability to implement a design that is tailored to the special needs of the Milwaukee community. Under the terms of our partnership, 70 percent of our school's curriculum is based on the Edison model while the remaining 30 percent has been designed jointly by The Milwaukee Urban League, Edison Schools' curriculum directors, and our school's teachers, educational leadership, and parents. To effectively implement the program, Edison has financed $1.5 million in start-up costs for our school. Thus, our partnership with Edison ensures that students at The Milwaukee Urban League Academy of Business and Economics receive a comprehensive, customized, and world-class education. Edison currently manages 136 schools nationwide, serving 75,000 students.

21. UW–Milwaukee, School for Early Development and Achievement Charter School

Est. 2001

1905 West Wisconsin Ave.
Milwaukee, WI 53233
Carol Eichinger
(414) 342-4008
ceichinger@mcfi.net

University of Wisconsin–Milwaukee
Robert J. Kattman, Director
Center for Charter Schools
P.O. Box 413
Milwaukee, WI 53201
(414) 229-4682
rkattman@uwm.edu

The mission of the Milwaukee Center for Independence School for Early Development and Achievement (SEDA) is to dramatically increase developmental competencies and educational achievement of children from birth through age eight as a solid foundation for success throughout life. SEDA will address the educational needs of all children, with emphasis on children with special needs. Children who are developing normally will benefit from the enriched environment provided in this full inclusion school.

More and more children are born with disabilities each year and doctors are getting better at diagnosing these problems at an early stage. SEDA will offer families support and resources from the day their child is diagnosed, giving them the tools they need to succeed at the highest level possible. We want to be a resource for children and families to go to for guidance as their children grow and mature. The school will accommodate the growing numbers of children with special needs by offering:

- An individualized educational plan for every child
- A transdisciplinary model viewing parents and staff as partners in the educational process
- A coordinated array of expert resources from a range of disciplinary perspectives to provide comprehensive service delivery
- A research-based model for the state and the nation

The unique potential of this Charter School lies in its interactive elements that facilitate comprehensive, collaborative and coordinated care, and education for children and their families. SEDA's inclusive curriculum will encourage all children to do their best.

SEDA opened its doors to 40 children, age three to five, on September 4, 2001 at a temporary location at 1905 West Wisconsin Avenue. The long-term plan for the school is to serve 150 children, age birth to five, and to move into a new facility on West Wells Street, between N. 20th and 21st Streets, by 2003 when the new school is planned to be completed. The decision to serve 40 children and families in the first year allows the program to carefully implement a sound developmental curriculum, build a strong, cohesive transdisciplinary team, and establish relationships in the broader community without compromising programmatic integrity and instructional goals.

22. Waukesha, Harvey Phillip Alternative Charter School (HPACS)

Est. 2001

621 W. College Ave.
Waukesha, WI 53186
James P. Haessly
(262) 970-1102
jhaessly@waukesha.k12.wi.us

Waukesha School District
David Schmidt, District Administrator
222 Maple Ave.
Waukesha, WI 53186
(262) 970-1012
dschmidt@waukesha.k12.wi.us

The Harvey Phillip Alternative Charter School (HPACS) is an umbrella for five separate yet related options under one roof that are being brought together using a set of common philosophies. Those programs can be adequately summarized as:

1. a grade 9–11 alternative program for 24 at- and high-risk students
2. a grade 7–8 program for 16 high-risk middle school students
3. a School Age Parents program for 20–35 students annually who are unable to be served appropriately at their regular high schools
4. a For-Credit program for 45 aged 17–18 year old students using computer-based instruction modules, several paper based projects, themes, Power Point presentations, and a summative final exam or paper
5. a Competency Graduation Program that offers up to 30 credit-deficient seniors instruction in four core academic areas aimed at an alternative diploma. All programs require a service learning component and a required monitored work component. The school's strategy: academic mastery + positive competitive employment (or job shadowing) + service learning = success

Using a newly created mission and vision statement, the programs have and use a site council, student council, and advisory council to provide direction and support to the school. The three overarching philosophical tenants of the program are:

A. Training and study will be based on a holistic approach to understanding youths who are at risk of school failure. This approach includes studies on the Native American Circle of Courage. The study is based on the belief that these at-risk youth have become disengaged from school *and* or *or* society because their circle is broken in one or more of the essential areas—belonging, mastery, independence, and generosity. The goal of our program is to better meet students' needs in these areas as follows:

   - *Belonging* by constructive relationships with peers and staff
   - *Mastery* by intense, focused, meaningful instruction in the core academics
   - *Independence* by supervised, successful, monitored work programs
   - *Generosity* by service learning opportunities in the community

B. The use of as many of the four conceptual and twelve "21st Century Skills" (from the CEO Forum Star Report, June 2001) as possi-

ble (digital age literacy, inventive thinking, effective communication, and high productivity).

C. The program also espouses the philosophies of the accelerated schools movement—stressing community involvement, high academic challenges, and using each student's natural strengths coupled with clear and high expectations.

The program's goals call for at least a 90 percent success rate, a staff commitment to work in professional learning communities, and the informed use of technology as a learning tool.

23. West Allis, CESA #1 Consortium Competency-Based Diploma Program

Est. 2001

CESA #1 Coordinator of Alternative Programs
2930 Root River Parkway
West Allis, WI 53227
Heidi Thuli
(414) 546-3000, Ext. 437, fax (414) 546-3095
hthuli@cesa1.k12.wi.us

West Allis–West Milwaukee
Phil Sobocinski, Director
9333 W. Lincoln Ave.
West Allis, WI 53227
(414) 546-3000
sobop@mail.wawm.k12.wi.us

CESA 1
2930 Root River Parkway
West Allis, WI 53227-2924
Timothy Gavigan
(414) 546-3000, Ext. 422
tgavigan@cesa1.k12.wi.us

CESA #1, the West Allis–West Milwaukee (WA–WM) School Board, and a consortium of CESA #1 school districts created a vision of an alternative educational program for the 17 year and older at-risk student. The program is a competency-based diploma program where proficiencies in the Wisconsin Model Academic Standards are demonstrated in various forms. Students who are significantly behind in credits and have now found the desire to graduate are the population targeted. Students find success by obtaining a high school diploma that opens doors to employment *and* or *or* further schooling.

We believe some students, who have been historically at-risk throughout their education career, do come to a time of maturity and realization. This maturity leads them to realize the importance of a high school diploma. We provide a program where these students, even though 17–18, still have a chance to acquire and demonstrate academic proficiencies through the use of portfolios and presentations.

The goal of the CESA #1 Competency-Based Diploma Program is to equip these students with academic knowledge and independent living and job skills that allow them to lead happy and safe lives as an employee, a family member, and a democratic citizen of the larger community.

The objective of the program is to provide high school competency-based diplomas to students who:

1. successfully acquire and demonstrate proficiency in the Wisconsin Academic Standards
2. participate in an individualized transition plan leading to the workplace, military, or post secondary setting
3. demonstrate the citizenship skills necessary in becoming a contributing member of the community

4 Appendixes

A. Teaching Requirements for Charter Schools
B. Wisconsin Charter School Law 118.40
C. Wisconsin Charter Schools

Appendix A

Teaching Requirements for Charter Schools

Wisconsin Administrative Code, PI 3.03(10)

(10) CHARTER SCHOOL INSTRUCTIONAL STAFF LICENSE AND PERMIT.

(a) *Charter school instructional staff license.*

1. A charter school instructional staff license may be issued to an individual who holds a valid license issued by the department and shall have the same renewal interval as the existing license. A license issued under this paragraph authorizes the holder to perform any instructional duty in a charter school established under § 118.40, Stats.
2. The district administrator or a designated official of the employing school district may request that a license be issued under this paragraph on behalf of the individual receiving the license.

(b) *Charter school instructional staff permit.*

1. An individual who does not hold a current license or permit issued by the department to teach in a specific subject area or grade level or does not hold a charter school instructional staff license under par. (a) may be employed as a member of the instructional staff in a charter school if he or she obtains a charter school instructional staff permit from the department. A 1-year permit under this paragraph may be issued if all of the following apply:
   a. A district administrator or designated official of the employing school district requests the permit following a search for a qualified, licensed individual.
   b. The individual receiving the permit has a bachelor's degree in the subject that he or she is assigned to teach or in a related field, or has formal proof of mastery in a trade that he or she is assigned to teach.
   c. Except as specified under subpar. d., the individual receiving the permit receives 6 credits of training or the equivalent each school year that he or she is employed in a charter school. These credits shall be part of an approved license program in the assigned teaching area.
   d. An individual who holds a terminal degree in his or her field and who is a full time employee of an approved teacher preparation institution in Wisconsin or an individual who has formal proof of mastery in a trade and who is a full time employee of a Wisconsin technical college district board is exempt from the requirement under subpar. c.
   e. A permit holder's practice shall be coordinated, directed and inspected by a person who is licensed by the department to teach the subject or trade that the permit holder is teaching.
2. An individual may renew a permit under this paragraph if he or she meets the requirements under subd. 1.

Appendix B

Wisconsin Charter School Law 118.40

118.40 Charter schools. (1) NOTICE TO STATE SUPERINTENDENT. Whenever a school board intends to establish a charter school, it shall notify the state superintendent of its intention. Whenever one of the entities under sub. (2r) (b) intends to establish a charter school, it shall notify the state superintendent of its intention by February 1 of the previous school year. A notice under this subsection shall include a description of the proposed school.

(1m) PETITION.

(a) A written petition requesting the school board to establish a charter school under this section may be filed with the school district clerk. The petition shall be signed by at least 10% of the teachers employed by the school district or by at least 50% of the teachers employed at one school of the school district.

(b) The petition shall include all of the following:

1. The name of the person who is seeking to establish the charter school.

2. The name of the person who will be in charge of the charter school and the manner in which administrative services will be provided.

3. A description of the educational program of the school.

4. The methods the school will use to enable pupils to attain the educational goals under § 118.01.

5. The method by which pupil progress in attaining the educational goals under § 118.01 will be measured.

6. The governance structure of the school, including the method to be followed by the school to ensure parental involvement.

7. Subject to sub. (7)(a) and (am) and §§ 118.19(1) and 121.02(1)(a)2., the qualifications that must be met by the individuals to be employed in the school.

8. The procedures that the school will follow to ensure the health and safety of the pupils.

9. The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the school district population.

10. The requirements for admission to the school.

11. The manner in which annual audits of the financial and programmatic operations of the school will be performed.

12. The procedures for disciplining pupils.

13. The public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school.

14. A description of the school facilities and the types and limits of the liability insurance that the school will carry.

15. The effect of the establishment of the charter school on the liability of the school district.

(2) PUBLIC HEARING; GRANTING OF PETITION.

(a) Within 30 days after receiving a petition under sub. (1m) the school board shall hold a public hearing on the petition. At the hearing, the school board shall consider the level of employee and parental support for the establishment of the charter school described in the petition and the fiscal impact of the establishment of the charter school on the school district. After the hearing, the school board may grant the petition.

(b) A school board may grant a petition that would result in the conversion of all of the public schools in the school district to charter schools if all of the following apply:

1. At least 50% of the teachers employed by the school district sign the petition.

2. The school board provides alternative public school attendance arrangements for pupils who do not wish to attend or are not admitted to a charter school.

(c) The school board of the school district operating under ch. 119 shall either grant or deny the petition within 30 days after the public hearing. If the school board of the school district operating under ch. 119 denies a petition, the person seeking to establish the charter school may, within 30 days after the denial, appeal the denial to the department. The department shall issue a decision within 30 days after receiving the appeal. The department's decision is final and not subject to judicial review under ch. 227.

(2m) SCHOOL BOARD INITIATIVE.

(a) A school board may on its own initiative contract with a person to operate a school as a charter school. The contract shall include all of the provisions specified under sub. (1m) (b) and may include other provisions agreed to by the parties.

(am) At least 30 days before entering in a contract under this subsection that would convert a private school to a charter school or that would establish a charter school that is not an instrumentality of the school district, the school board shall hold a public hearing on the contract. At the hearing, the school board shall consider the level of employee and parental support for the establishment of the charter school and the fiscal impact of the establishment of the charter school on the school district.

(b) A school board may not enter into a contract under par. (a) that would result in the conversion of all of the public schools in the school district to charter schools unless the school board complies with sub. (2)(b)2.

(2r) OTHER INITIATIVES. (a) In this subsection, "instructional staff" has the meaning given in the rules promulgated by the department under s. 121.02 (1) (a) 2. (b) 1. All of the following entities may establish by charter and operate a charter school or, on behalf of their respective entities, may initiate a contract with an individual or group to operate a school as a charter school:

a. The common council of the city of Milwaukee.

b. The chancellor of the University of Wisconsin–Milwaukee.

c. On a pilot basis, the chancellor of the University of Wisconsin–Parkside.

d. The Milwaukee area technical college district board.

2. A charter shall include all of the provisions specified under sub. (1m) (b) 3. to 14. A contract shall include all of the provisions specified under sub. (1m) (b) 1. to 14. and shall specify the effect of the establishment of the charter school on the liability of the contracting entity under this paragraph. The contract may include other provisions agreed to by the parties. The chancellor of the University of Wisconsin–Milwaukee or of the University of Wisconsin–Parkside may not establish or enter into a contract for the establishment of a charter school under this paragraph without the approval of the board of regents of the University of Wisconsin System.

3. If the chancellor of the University of Wisconsin–Parkside contracts for the establishment of a charter school, the contract shall also provide that the charter school must be operated by a governing board and that the chancellor or his or her designee must be a member of the governing board. In addition, if the contract provides that the instructional staff of the charter school shall consist of employees of the board of regents of the University of Wisconsin System, the contract shall also include provisions that do all of the following:

a. Delegate to the governing board of the charter school the board of regents' authority to establish and adjust all compensation and fringe benefits of instructional staff, subject to the terms of any collective bargaining agreement under subch. V of ch. 111 that covers the instructional staff. In the absence of a collective bargaining agreement, the governing board may establish and adjust all compensation and fringe benefits of the instructional staff only with the approval of the chancellor of the University of Wisconsin–Parkside.

b. Authorize the governing board of the charter school to perform specified duties for the board of regents with respect to the instructional staff. This authorization may include duties related to supervising the instructional staff, taking disciplinary actions with respect to the instructional staff, recommending new hires or layoffs, collective bargaining, claims, complaints, or benefits and records administration. (bm) The common council of the city of Milwaukee, the chancellor of the University of Wisconsin–Milwaukee, and the Milwaukee area technical college district board may only establish or enter into a contract for the establishment of a charter school located in the school district operating under ch. 119. The chancellor of the University of Wisconsin–Parkside may only establish or enter into a contract for the establishment of a charter school located in a unified school district that is located in the county in which the University of Wisconsin–Parkside is situated or in an adjacent county.

(c) 1. Only pupils who reside in the school district in which a charter school established under this subsection is located may attend the charter school.

2. A pupil may attend a charter school established in the school district operating under ch. 119 under this subsection only if one of the following applies:

a. In the previous school year, the pupil was enrolled in the school district operating under ch. 119.

b. In the previous school year, the pupil was attending a private school under s. 119.23.

c. In the previous school year, the pupil was enrolled in grades kindergarten to 3 in a private school located in the city of Milwaukee other than under s. 119.23.

d. In the previous school year, the pupil was not enrolled in school.

e. In the previous school year, the pupil was enrolled in a charter school under this subsection. (cm) The chancellor of the University of Wisconsin–Parkside may establish or enter into a contract for the establishment of only one charter school under this subsection, which may not operate high school grades and which may not accommodate more than 400 pupils. (d) The chartering or contracting entity under par. (b) shall do all of the following:

1. Ensure that all instructional staff of charter schools under this subsection hold a license or permit to teach issued by the department.

2. Administer the examinations under ss. 118.30 (1r) and 121.02 (1) (r) to pupils enrolled in charter schools under this subsection. (e) 1. From the appropriation under s. 20.255 (2) (fm), the department shall pay to the operator of the charter school an amount equal to the sum of the amount paid per pupil under this subdivision in the previous school year and the amount of revenue increase per pupil allowed under subch. VII of ch. 121 in the current school year, multiplied by the number of pupils attending the charter school. The department shall pay 25% of the total amount in September, 25% in December, 25% in February, and 25% in June. The department shall send the check to the operator of the charter school.

2. If the chancellor of the University of Wisconsin–Parkside establishes or contracts for the establishment of a charter school under this subsection, in March the department shall pay to the unified school district in which the charter school is located, from the appropriation under s. 20.255 (2) (fm), an amount equal to the amount of school aid per pupil to which the unified school district is eligible in the current school year multiplied by the number of pupils attending the charter school who were previously enrolled in the unified school district. (f) If the chancellor of the University of Wisconsin–Parkside establishes or contracts for the establishment of a charter school under this subsection, biennially the chancellor shall submit a report to the legislature under s. 13.172 (2). The report shall include information on the academic performance of the pupils who attend the charter school and on the success of the governance structure of the charter school.

(3) CONTRACT.

(a) If the school board grants the petition under sub. (2), the school board shall contract with the person named in the petition under sub. (1m)(b) 1. to operate the school as a charter school under this section. The contract shall include all of the provisions specified in the petition and may include other provisions agreed to by the parties.

(b) A contract under par. (a) or under subs. (2m) or (2r) may be for any term not exceeding 5 school years and may be renewed for one or more terms not exceeding 5 school years. The contract shall specify the amount to be paid to the charter school during each school year of the contract.

(c) A school board may not enter into a contract for the establishment of a charter school located outside the school district, except that if 2 or more school boards enter into an agreement under § 66.301 to establish a charter school, the charter school shall be located within one of the school

districts, and if one or more school boards enter into an agreement with the board of control of a cooperative educational service agency to establish a charter school, the charter school shall be located within the boundaries of the cooperative educational service agency. A school board may not enter into a contract that would result in the conversion of a private, sectarian school to a charter school.

(d) A school board or an entity under sub. (2r)(b) shall give preference in awarding contracts for the operation of charter schools to those charter schools that serve children at risk, as defined in § 118.153(1)(a).

(4) CHARTER SCHOOL DUTIES AND RESTRICTIONS.

(a) *Duties.* A charter school shall do all of the following:

1. If the charter school replaces a public school in whole or in part, give preference in admission to any pupil who resides within the attendance area or former attendance area of that public school.

2. Be nonsectarian in its programs, admissions policies, employment practices and all other operations.

(b) *Restrictions.* A charter school may not do any of the following:

1. Charge tuition.

2. Discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

(5) CHARTER REVOCATION. A charter may be revoked by the school board or the entity under sub. (2r)(b) that contracted with the charter school if the school board or, if applicable, the entity under sub. (2r)(b) finds that any of the following occurred:

(a) The charter school violated its contract with the school board or the entity under sub. (2r)(b).

(b) The pupils enrolled in the charter school failed to make sufficient progress toward attaining the educational goals under § 118.01.

(c) The charter school failed to comply with generally accepted accounting standards of fiscal management.

(d) The charter school violated this section.

(6) PROGRAM VOLUNTARY. No pupil may be required to attend a charter school without his or her approval, if the pupil is an adult, or the approval of his or her parents or legal guardian, if the pupil is a minor.

(7) LEGAL STATUS; APPLICABILITY OF SCHOOL LAWS.

(a) Except as provided in par. (am), the school board of the school district in which a charter school is located shall determine whether or not the charter school is an instrumentality of the school district. If the school board determines that the charter school is an instrumentality of the school district, the school board shall employ all personnel for the charter school. If the school board determines that the charter school is not an instrumentality of the school district, the school board may not employ any personnel for the charter school.

(am) 1. Except as provided in subds. 2. and 3., if a charter school is established under sub. (2m) and located in the school district operating under ch. 119, the school board of that school district shall determine whether or not the charter school is an instrumentality of the school district. If the school board determines that a charter school is an instrumentality of the school district, the school board shall employ all personnel for the charter school. If the school board determines that a char-

ter school is not an instrumentality of the school district, the school board may not employ any personnel for the charter school.

2. A charter school established under sub. (2r) or a private school located in the school district operating under ch. 119 that is converted to a charter school is not an instrumentality of any school district and no school board may employ any personnel for the charter school. If the chancellor of the University of Wisconsin–Parkside contracts for the establishment of a charter school under sub. (2r), the board of regents of the University of Wisconsin System may employ instructional staff for the charter school.

3. Notwithstanding subd. 2., if the city of Milwaukee contracts with an individual or group operating for profit to operate a school as a charter school, the charter school is an instrumentality of the school district operating under ch. 119 and the board of the school district operating under ch. 119 shall employ all personnel for the charter school.

(ar) Nothing in this subsection affects the rights of personnel of a charter school that is an instrumentality of the school district in which it is located to engage in collective bargaining pursuant to subch. IV of ch. 111.

(b) Except as otherwise explicitly provided, chs. 115 to 121 do not apply to charter schools.

(8) AUDIT. The joint legislative audit committee may direct the legislative audit bureau to perform a financial and performance evaluation audit of the charter school program under this section. The legislative audit bureau shall file its report as provided under § 13.94(1)(b) by January 1, 2000.

Section note: 1993 Acts 16, 490; 1995 Acts 27, 27§9345(7); 1997 Acts 27, 238, 252; 1999 Act 9; 2001 Act 16.

Appendix C

Wisconsin Charter Schools

Chartering Authority	*Charter School*
Lance Alwin District Administrator **Unified School District of Antigo** 120 South Dorr Street Antigo, WI 54409 (715) 627-4355	**Chrysalis Family Charter School** 931 Tenth Avenue Antigo, WI 54409 *(1998)* Judi Ingison (715) 623-0761 **Chrysalis Elementary Charter School** 931 Tenth Avenue Antigo, WI 54409 *(2000)* Judi Ingison (715) 623-0761 **Lily Community Charter School** N7526 School Road Lily, WI 54491 *(2000)* Sandra Gallagher (715) 484-3030

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[n]Non-instrumentality
*2001–2002 School Year

Chartering Authority	*Charter School*
Thomas Scullen District Administrator **Appleton Area School District** P.O. Box 2019 Appleton, WI 54912-2019 (920) 832-6126	**Appleton Central Alternative School** 120 East Harris Street Appleton, WI 54913 *(1996)* LuAnn Coenen (920) 832-6132
	Classical Charter School 1125 East Taft Avenue Appleton, WI 54915 *(1999)* Jane Stewart (920) 832-4968
	Appleton Community Learning Center 120 East Harris Street Appleton, WI 54913 *(2000)* LuAnn Coenen (920) 832-6132
	Magellan Middle School P.O. Box 2019 Appleton, WI 54912 *(2000)* Paula Sween (920) 832-4604
	Renaissance School for the Arts 610 North Badger Avenue Appleton, WI 54914 *(2000)* Michael Daehn (920) 832-4104
Brian Busler District Administrator **Beaver Dam School District** 705 McKinley Street Beaver Dam, WI 53916 (920) 885-7300	**Beaver Dam Charter School** 400 East Burnett Street Beaver Dam, WI 53916 *(1995)* Don Smith (920) 885-7312
Bette Lang District Administrator **School District of Beloit** 1633 Keeler Avenue Beloit, WI 53511 (608) 364-6017	**Knight's Academy** 1225 Fourth Street Beloit, WI 53511 *(1999)* Twyla Johnson (608) 361-3111
Thomas I. Wilkins District Administrator **School District of Black Hawk** P.O. Box 303 South Wayne, WI 53587 (608) 439-5400	**E*X*C*E*L* Charter School** P.O. Box 303 South Wayne, WI 53587 *(2000)* Robert McNallie (608) 439-5444
Lee P. Bjurquist District Administrator **Colfax School District** 601 University Avenue Colfax, WI 54730 (715) 962-3773	**Academic Center—High School** 601 University Avenue Colfax, WI 54730 *(1998)* James Kiesow (715) 962-3155

Chartering Authority	*Charter School*
	Academic Center—Middle School 601 University Avenue Colfax, WI 54730 *(1999)* James Kiesow (715) 962-3155
Thomas R. Thielke District Administrator **School District of Crandon** P.O. Box 310 Crandon, WI 54520 (715) 478-3339	**Crandon Alternative Resource School** P.O. Box 310 Crandon, WI 54520 *(2000)* John Gruber (715) 478-3713
Ruthann Faber District Administrator **Deerfield Community School District** 300 Simonson Boulevard Deerfield, WI 53531-0288 (608) 764-8261	**Life Education and Preparation Program (LEAPP)** 300 Simonson Boulevard Deerfield, WI 53531-0288 *(1996)* Barb Noll (608) 764-8682
LeRoy Meles **District Administrator** **School District of Denmark** 450 N. Wall St. Denmark, WI 54208 (920) 863-2176, Ext. 2227	**Denmark Empowerment Charter School*** 3041 South County Road T Green Bay, WI 54311 *(2000)* Steve Pasono (920) 863-3263, Ext. 232
Dan Vernetti District Administrator **Drummond Area School District** P.O. Box 40 Drummond, WI 54832 (715) 739-6669, Ext. 100	**Ascend Academy*** P.O. Box 40 Drummond, WI 54832 *(2001)* Al Gillberg (715) 739-6996 Operated by CESA 12 618 Beaser Avenue Ashland, WI 54806 Jim Lee (715) 682-2363, Ext. 124
William Klaus District Administrator **Eau Claire Area School District** 500 Main Street Eau Claire, WI 54701-3770 (715) 833-3465	**McKinley Charter School** 1266 McKinley Road Eau Claire, WI 54703 *(1995)* Holly Hart (715) 839-2831 **Technology Charter School** 500 Main Street Eau Claire, WI 54701 *(2000)* Holly Hart (715) 833-3403

Chartering Authority	*Charter School*
Gregory Wescott District Administrator **Elkhorn Area School District** 3 North Jackson Street Elkhorn, WI 53121 (262) 723-3160	**Walworth County Educational Consortium Alternative High School** 400 County Highway H Elkhorn, WI 53121 *(1999)* Jerry Hawver (262) 741-8200
Drew Johnson District Administrator **School District of Gilman** P.O. Box 188 Gilman, WI 54433 (715) 447-8216, Ext. 302	**Gilman Charter School*** P.O. Box 188 Gilman, WI 54433 *(2001)* Drew Johnson (715) 447-8216, Ext. 211
Dean Sanders District Administrator **School District of Glenwood City** P.O. Box 339 Glenwood City, WI 54013 (715) 265-4757	**Transitional Skills Center** P.O. Box 339 Glenwood City, WI 54013 *(2000)* Jackie Steinhoff (715) 265-4266
Kathleen Cooke District Administrator **Hamilton School District** W220 N6151 Townline Road Sussex, WI 53089 (262) 246-1973	**Passage Middle School**[n] 9501 Watertown Plank Road Wauwatosa, WI 53226 *(2000)* Heidi Thuli (414) 546-3000, Ext. 437 Operated by CESA 1 2930 South Root River Parkway West Allis, WI 53227-2924 Timothy Gavigan (414) 546-3000, Ext. 422
Michael Cox District Administrator **Hayward Community School District** 5503 West Range View Drive Hurley, WI 54534 (715) 561-4900, Ext. 201	**Waadookodaading*** P.O. Box 860 Hayward, WI 54843 *(2001)* Mary Hermes (715) 462-4230
Stuart Waller District Administrator **Hurley School District** 5503 West Range View Drive Hurley, WI 54534 (715) 561-4900	**Dr. Joseph Lalich Charter School** 5503 West Range View Drive Hurley, WI 54534 *(2000)* Kathleen Miller Bolander (715) 561-4900, Ext. 214
Thomas Evert District Administrator **School District of Janesville** 527 South Franklin Janesville, WI 53545 (608) 743-5050	**Rock River Charter School** 31 West Milwaukee Janesville, WI 53545 *(1998)* Marge Hallenbeck (608) 743-5079
R. Scott Pierce District Administrator **School District of Jefferson** 206 South Taft Avenue Jefferson, WI 53549 (920) 675-1010	**Jefferson County Alternative School**[n] 825 Endeavour Dr. Watertown, WI 53098 *(2000)* Joan Meidel (920) 262-1480

Chartering Authority	*Charter School*
	Operated by CESA 2 448 East High Street Milton, WI 53563 Karen Sanders (608) 758-6232, Ext. 316
Joseph T. Hentges District Administrator **Kenosha Unified School District 1** P.O. Box 340 Kenosha, WI 53141 (262) 653-6320	**Paideia Charter School Academy** 5821 10th Avenue Kenosha, WI 53140 *(1997)* Ellen Becker (262) 658-4540
	The Brompton School 1011 Washington Road Kenosha, WI 53140 *(1997)* Patricia Jones (262) 652-1339
	Dimensions of Learning Academy 6218 25th Avenue Kenosha, WI 53143 *(2000)* Diana Pearson (262) 605-6849
Barb Lundgren District Administrator **Kewaunee School District** 915 Second Street Kewaunee, WI 54216 (920) 388-3230	**Lakeshore Alternative High School** 915 Second Street Kewaunee, WI 54216 *(2000)* Barb Lundgren (920) 388-4558
Thomas Downs District Administrator **School District of La Crosse** 807 East Avenue South La Crosse, WI 54601 (608) 789-7628	**School of Technology and Arts** 1307 Hayes Street La Crosse, WI 54603 *(1995)* Harvey Witzenburg (608) 789-7685
	School of Technology and Arts II 1900 Denton Street La Crosse, WI 54601 *(1997)* Glen Jenkins (608) 789-7670
	Coulee Montessori 901 Caledonia Street La Crosse, WI 54603-2616 *(1998)* Harvey Witzenburg (608) 789-7685
	Medical Partnership at Lincoln Middle School 510 South 9th Street La Crosse, WI 54601 *(2000)* Tucky Skemp (608) 789-7780

Chartering Authority	*Charter School*
	La Crossroads Charter School Central High School 1801 Losey Boulevard La Crosse, WI 54601 Larry Myhra (608) 789-7900
	Logan High School 1500 Ranger Drive La Crosse, WI 54603 *(2000)* Larry Myhra (608) 789-7700
Richard Vought District Administrator **Lac du Flambeau School District #1** 2899 Highway 47 Lac du Flambeau, WI 54538 (715) 588-3838	**Leadership Academy Charter School—Closed** 2899 Highway 47 Lac du Flambeau, WI 54538 *(1998)* Richard Vought (715) 588-3838
Roy Jonjak District Administrator **Ladysmith-Hawkins School District** 1700 Edgewood Avenue East Ladysmith, WI 54848 (715) 532-5277	**Ladysmith Evening Alternative School—Closed 2001** 1700 Edgewood Avenue East Ladysmith, WI 54848 *(1996)* Debra Morrissey (715) 532-5531
	Project: Learning!* 1700 Edgewood Avenue East Ladysmith, WI 54848 *(2001)* Roy Jonjak (715) 532-5277
James Gottinger District Administrator **Lake Geneva-Genoa City UHS District** 208 South Street Lake Geneva, WI 53147 (262) 348-1000, Ext. 1001	**Badger Career Campus*** 220 South Street Lake Geneva, WI 53147 *(2000)* Brad Haag (262) 348-2000, Ext. 2351
Tom Benson District Administrator **Lancaster Community School District** 925 West Maple Street Lancaster, WI 53813-1599 (608) 723-5163, Ext. 404	**Lancaster Academy** 925 West Maple Street Lancaster, WI 53813-1599 *(1997)* Dennis Donar (608) 723-2175
Charles Shimshak District Administrator **School District of Lodi** 115 School Street Lodi, WI 53555 (608) 592-3851	**Lodi Charter School** 1100 Sauk Street Lodi, WI 53555 *(2000)* Elaine Plank (608) 592-3851
Art Rainwater District Administrator **Madison Metropolitan Schools** 545 West Dayton Street Madison, WI 53703 (608) 663-1583	**Affiliated Alternatives** 15 South Brearly Street Madison, WI 53703 *(1995)* Lynn Bailey (608) 204-4223

Chartering Authority	*Charter School*
	James C. Wright Middle School 1717 Fish Hatchery Road Madison, WI 53713 *(1995)* Ed Holmes (608) 204-1340
Gregg Lundberg District Administrator **School District of Maple** P.O. Box 188 Maple, WI 54854 (715) 363-2431	**Richard I. Bong Memorial Academy**[n] P.O. Box 313 Poplar, WI 54864 *(2000)* Mike Murray (715) 364-2766 Operated by CESA 12 618 Beaser Avenue Ashland, WI 54806 Jim Lee (715) 682-2363, Ext. 124
David Schuler District Administrator **Marshall Public Schools** P.O. Box 76 Marshall, WI 53559 (608) 655-3466	**The Fifth Dimension** P.O. Box 76 Marshall, WI 53559 *(1998)* Sanford Swiggum (608) 655-1310, Ext. 505
John Kammerud Acting District Administrator **School District of Mauston** 510 Grayside Avenue Mauston, WI 53948 (608) 847-5451, Ext. 6682	**Mauston Alternative Resource School** 508 Grayside Avenue Mauston, WI 53948 *(1998)* Tom Reisenauer (608) 847-6603, Ext. 3341
J. Michael Thompson District Administrator **Menasha Joint School District** 328 Sixth Street Menasha, WI 54952 (920) 967-1400	**The School on the Lake** 1600 Midway Road Menasha, WI 54952 *(2000)* Dan Mella (920) 967-1605
Jesse Harness District Administrator **School District of Menomonie** 215 Pine Ave. NE Menomonie, WI 54751 (715) 232-1642, Ext. 108	**Lucas Charter School** N5630 200th Street Menomonie, WI 54751 *(1998)* Greg Corning (715) 232-2606
William Reis District Administrator **Middleton-Cross Plains Area Schools** 7106 South Ave. Middleton, WI 53562 (608) 828-1500, Ext. 1119	**Middleton Alternative Senior High** 2429 Clark St. Middleton, WI 53562 *(1995)* Jill Gurtner (608) 828-1650
James Rowen Department of Administration Director **City of Milwaukee** 200 East Wells Street Room 606, City Hall Milwaukee, WI 53202-3567 (414) 286-5583	**Central City Cyberschool** 4301 North 44th Street Milwaukee, WI 53216 *(1999)* Christine Faltz (414) 444-2330

Chartering Authority	*Charter School*
	Downtown Montessori Academy[n] 2319 East Kenwood Boulevard Milwaukee, WI 53211 *(1997)* Virginia Flynn (414) 332-8214
	Khamit Institute[n] 4714 West Fond du Lac Milwaukee, WI 53216 *(1998)* Yakini Shabaka (414) 445-0602
	YWCA Global Career City Academy[n] 4610 West State Street Milwaukee, WI 53208 *(1999)* Michelle Buckingham (414) 607-1100, Ext. 226
Spencer Korte District Administrator **Milwaukee Public Schools** P.O. Box 2181 Milwaukee, WI 53201-2181 (414) 475-8001	**Audubon Technology & Communication Center*** 3300 South 39th Street Milwaukee, WI 53215 *(2001)* Ada Rivera (414) 902-7800
	Bruce Guadalupe Community School 1028 South 9th Street Milwaukee, WI 53204 *(2000)* John Rudella (414) 643-6441
	Fairview School* 6500 W. Kinnickinnic River Pkwy Milwaukee, WI 53219 *(2001)* Carolyn Strutz (414) 546-7700
	Gustav A. Fritsche Middle School 2969 South Howell Avenue Milwaukee, WI 53207-2093 *(1999)* William Andrekopoulos (414) 294-1000
	Highland Community School[n] 3030 West Highland Boulevard Milwaukee, WI 53208 *(1996)* Anne Bowe (414) 342-1412
	I.D.E.A.L. Charter School* 4965 South 20th Street Milwaukee, WI 53221 *(2001)* Barb Ernest (414) 304-6200

Chartering Authority	*Charter School*
	Learning Enterprise Vocational & Training Institute*
	8920 W. Brown Deer Road
	Milwaukee, WI 53224
	(2001)
	Kathy Harrell-Patterson
	(414) 362-9710
	Milwaukee Leadership Training Center*
	1501 S. Layton Boulevard, Room 17
	Milwaukee, WI 53215
	(2001)
	Robert Schick
	(414) 384-8081
	Phoenix School*
	3620 N. 18th Street
	Milwaukee, WI 53201-2181
	(2001)
	Michael Endress
	(414) 875-6438
	Siefert Elementary School*
	1547 North 14th Street
	Milwaukee, WI 53205
	(2001)
	Janel Howard
	(414) 935-1500
	Solomon Juneau Business High School*
	6415 W. Mount Vernon Avenue
	Milwaukee, WI 53213
	(2001)
	Melanie Moore
	(414) 256-8200
	The Veritas High School*
	3025 W. Oklahoma Avenue
	Milwaukee, WI 53215
	(2001)
	Jodi Stein
	(414) 389-5575
	Walker International Middle School
	1712 South 32nd Street
	Milwaukee, WI 53215-2198
	(2000)
	Susan Apps
	(414) 902-7500
	Whittier Elementary School*
	4382 S. 3rd Street
	Milwaukee, WI 53027
	(2001)
	Darrell Williams
	(414) 294-1400
	Wisconsin Career Academy[n]
	4801 S. 2nd Street
	Milwaukee, WI 53218
	(2000)
	Ibrahim Duyar
	(414) 483-2117

Chartering Authority	*Charter School*
	Westside Academy I/II 1945 North 31st Street / 1940 North 36th Street Milwaukee, WI 53208 *(2000)* James Sonnenberg (414) 934-5000
Gary Schumacher District Administrator **Monona Grove School District** 5301 Monona Drive Monona, WI 53716 (608) 221-7660	**Monona Grove Alternative High School** 4400 Monona Drive Monona, WI 53716 *(1998)* Georgiana Giese (608) 221-7666, Ext. 2005
Ed Van Ravenstein District Administrator **School District of Monroe** 925 16th Avenue, Suite 3 Monroe, WI 53566 (608) 328-9171	**Monroe Alternative Charter School** 1220 16th Avenue Monroe, WI 53566 *(1998)* Dan Bauer (608) 328-9227
John Gaier District Administrator **Neillsville School District** 614 East Fifth Street Neillsville, WI 54456-2026 (715) 743-3323	**Clark County Alternative Charter School**[n] 501 Hewitt Street Neillsville, WI 54456 *(1998)* Darwin Smith (715) 743-7443 Operated by CESA 10 725 West Park Avenue Chippewa Falls, WI 54729 Nancy Forseth (715) 720-2045
Mark McGuire District Administrator **School District of New Lisbon** 500 South Forest Street New Lisbon, WI 53950 (608) 562-3700, Ext. 501	**Juneau County Charter School**[n] N11003 17th Avenue Necedah, WI 54646 *(1999)* Michele Yates-Wickus (608) 565-7494 Operated by CESA 5 P.O. Box 564 Portage, WI 53901-0564 Michele Yates-Wickus (608) 742-8814, Ext. 296
David Polashek District Administrator **Oconto Falls Public School District** 200 N. Farm Road Oconto Falls, WI 54154-1221 (920) 846-4471	**Oconto Falls Alternative Learning Site** 320 Central Avenue Oconto Falls, WI 54154 *(1998)* Mike Kaczmarek (920) 846-4455 **Spruce School: A Rural Community Alternative** 7904 County Road A West Lena, WI 54139-9737 *(1998)* Thomas Menor (920) 829-5204

Chartering Authority	*Charter School*
Kenneth Ochalla District Administrator **Omro School District** 455 Fox Trail Omro, WI 54963-1198 (920) 685-5666	**Enterprise Charter School**[n] 8389 Liberty School Road Omro, WI 54963 *(2000)* Ed Hawkinson (920) 685-7410 Operated by CESA 6 P.O. Box 2568 Oshkosh, WI 54903-2568 Ed Hawkinson (920) 236-0554
Ronald Heilmann District Administrator Oshkosh School District 215 S. Eagle Street, P.O. Box 3048 Oshkosh, WI 54903 (920) 424-0160	**EAA/Oshkosh Schools Third-Grade Aviation Charter School*** Oakwood Elementary School 1225 N. Oakwood Rd. Oshkosh, WI 54902 *(2001)* James McGrath (Oakwood) (920) 424-0315 Lynn Brown (Shapiro) (920) 424-0164
Robert Lehman District Administrator **Parkview School District** P.O. Box 250 Orfordville, WI 53576-0250 (608) 879-2717	**Parkview Charter School** 408 West Beloit Street Orfordville, WI 53576 *(1999)* Tracy Walczak (608) 879-2352
Dan Pulsfus District Administrator **Portage Community Schools** 904 DeWitt Street Portage, WI 53901 (608) 742-4950	**Portage Academy of Achievement** 1117 W. Franklin St. Portage, WI 53901 *(1999)* Dyann Miller (608) 742-1409
Jim O'Meara District Administrator **Prairie du Chien Area School District** 420 South Wacouta Avenue Prairie du Chien, WI 53821 (608) 326-8437, Ext. 4160	**Eastman Community Home Organization Elementary School** 202 S. Main St. Eastman, WI 54626 *(2000)* Jim O'Meara (608) 874-4011
Thomas Hicks District Administrator **Racine Unified School District** 2220 Northwestern Avenue Racine, WI 53404 (262) 635-5600	**McKinley Middle Charter School** 2340 Mohr Avenue Racine, WI 53405 *(2000)* Ron Bode (262) 664-6150 The REAL School 1230 6th Street Racine, WI 53403 *(2000)* Al Clausen/Willie Maryland (262) 664-8100

Chartering Authority	*Charter School*
Paul Vine District Administrator **Rice Lake School District** 700 Augusta St. Rice Lake, WI 53581 (608) 647-6106	**Barron County Learning Center*** 1725 South Main Street Rice Lake, WI 54868 *(2001)* Paul Vine (715) 234-9007 Operated by CESA 11 225 Ostermann Dr. Turtle Lake, WI 54889-9191 Val Peters (715) 986-2020
Rachel Schultz District Administrator **Richland School District** 125 South Central Avenue Richland Center, WI 53581 (608) 647-6106	**Comprehensive Learning Center** 1350 Peebles Drive Richland Center, WI 53581 *(2000)* Rachel Schultz (608) 647-6106
Boyd McLarty District Administrator **School District of River Falls** 852 East Division Street River Falls, WI 54022 (715) 425-1800, Ext. 103	**River Falls Renaissance Alternative Charter School** 211 N. Freemont St. River Falls, WI 54022 *(1999)* Ed Schramm (715) 425-1800, Ext. 117
Mary Beth Kuxhause District Administrator **St. Francis School District** 4225 South Lake Drive St. Francis, WI 53235-5941 (414) 747-3900	**Horizon Academy** 4225 South Lake Drive St. Francis, WI 53235-5941 *(1998)* Joseph Ziman (414) 801-7636
David Ewald District Administrator **South Milwaukee School District** 1225 Memorial Drive South Milwaukee, WI 53172 (414) 768-6300	**Connects Learning Center*** 7630 South Tenth Street Oak Creek, WI 53154 *(2001)* Kathy Dermody (414) 768-6309
Marlin Phillips District Administrator **Sparta Area School District** 506 North Black River Street Sparta, WI 54656 (608) 269-3151	**Sparta Charter Preschool** 506 North Black River Street Sparta, WI 54656 *(2000)* Lisa Snyder (608) 269-7318
Emery Babcock District Administrator **Stevens Point Area Public School District** 1900 Polk Street Stevens Point, WI 54481 (715) 345-5444	**TEAMS** 1201 North Point Drive Stevens Point, WI 54481 *(1994)* Dena Mercer (715) 345-7312 **McKinley Center** 2926 Blaine Street Stevens Point, WI 54481 *(1998)* John Blader Sr. (715) 345-5421

Chartering Authority	*Charter School*
	CARE 2000 Polk Street Stevens Point, WI 54481 *(2000)* Connie Negaard (715) 345-5620
Robert Grimmer District Administrator **Sturgeon Bay School District** 1230 Michigan St. Sturgeon Bay, WI 54235 (920) 746-2800	**Door County Charter School*** 1230 Michigan Street Sturgeon Bay, WI 54235 *(2001)* Ronald Tomes (920) 746-2815
Tim Culver District Administrator **Sun Prairie Area School District** 501 S. Bird St. Sun Prairie, WI 53590 (608) 834-6500	**Dane County Transition School** 2326 South Park Street, #208 Madison, WI 53713 *(1998)* Judy Henderson (608) 250-5210 (608) 550-6231 (Pager)
	Operated by CESA 2 517 N. Segoe Rd., #210 Madison, WI 53705 Eric Smith (608) 232-2865
	Sun Prairie Alternative High School 220 Kroncke Drive Sun Prairie, WI 53590 *(2000)* Emily Comstock (608) 834-6700
Al Lindstrom District Administrator **Trevor Grade School District** 26325 Wilmot Road Trevor, WI 53179-9701 (262) 862-2356	**Trevor Accelerated Program** 26325 Wilmot Road Trevor, WI 53179-9701 *(1998)* Barbara Sander (262) 862-2356
Robert Kattman Charter School Program Director **University of Wisconsin–Milwaukee** P.O. Box 413 Milwaukee, WI 53201 (414) 229-4682	**Milwaukee Academy of Science**[n] 2000 West Kilbourn Avenue Milwaukee, WI 53233 *(2000)* Dave Cattoi (414) 933-0302
	School for Early Development and Achievement* 1905 West Wisconsin Avenue Milwaukee, WI 53233 *(Fall, 2001)* Carol Noddings Eichinger (414) 342-4008
	Milwaukee Urban League Academy of Business and Economics* 3814 North Avenue Milwaukee, WI 53210 *(Fall, 2001)* David DeBerry (414) 615-3915

Chartering Authority	*Charter School*
William Conzemius District Administrator **Verona School District Area** 700 North Main Street Verona, WI 53593 (608) 845-6451	**Core Knowledge Charter School** 740 North Main Street Verona, WI 53593 *(1996)* Ed Guziewski (608) 845-4130
	New Century School 401 West Verona Avenue Verona, WI 53593 *(1995)* Tim Bubon (608) 845-4910
Wayne Sherry District Administrator **Viroqua Area School District** 701 Education Avenue Viroqua, WI 54665 (608) 637-1199	**Laurel High School** 220 South Main Street P.O. Box 431 Viroqua, WI 54665 *(1999)* Renee Baker (608) 637-8486
	Vernon County Area Better Futures High School 103 N. Education Ave. Viroqua, WI 54665 *(2000)* Fritz Cushing (608) 637-1319
David Schmidt District Administrator **School District of Waukesha** 222 Maple Ave. Waukesha, WI 53186 (262) 970-1012	**Harvey Phillip Alternative School*** 621 W. College Ave. Waukesha, WI 53186 *(2001)* James Haessly (262) 970-1102
Alain Holt District Administrator **School District of Waupun** 950 Wilcox Street Waupun, WI 53963 (920) 324-9341	**Waupun Alternative High School** 801 East Lincoln Street Waupun, WI 53963 *(2000)* Sheri Bronstad (920) 324-5591
Charles T. Skurka District Administrator **Wausau School District** P.O. Box 359 Wausau, WI 54402-0359 (715) 261-2561	**Star Bright Charter School** 700 West Strowbridge Street Wausau, WI 54401 *(2000)* Julie Burmesch (715) 261-2506

Chartering Authority	*Charter School*
Phil Sobinski District Administrator **West Allis-West Milwaukee School District** 9333 W. Lincoln Ave. West Allis, WI 53227 (414) 604-3000	**Competency-Based Diploma Program*** 2930 South Root River Parkway West Allis, WI 53227 *(2001)* Heidi Thuli (414) 546-3000, Ext. 437 Operated by CESA 1 2930 South Root River Parkway West Allis, WI 53227-2924 Timothy Gavigan (414) 546-3000, Ext. 437
Carol Conway-Gerhardt District Administrator **Weyauwega-Fremont School District** P.O. Box 580 Weyauwega, WI 54783 (920) 867-2148	**Waupaca County Charter School*** 310 East Main St. Weyauwega, WI 54983 *(1998)* Michele Yates-Wickus (920) 867-4744 Operated by CESA 5 626 East Slifer Street P.O. Box 564 Portage, WI 53901-0564 Michele Yates-Wickus (608) 742-8814, Ext. 296
Sally Sarnstrom District Administrator **School District of Wisconsin Dells** 811 County Road H Wisconsin Dells, WI 53965 (608) 254-7769	**Kilbourn Academy** 811 County Road H Wisconsin Dells, WI 53965 *(2000)* Michael Hazelkorn (608) 254-8004
Dean Ryerson District Administrator **Wisconsin Rapids School District** 510 Peach Street Wisconsin Rapids, WI 54494 (715) 422-6005	**River Cities High School** 680 West Grand Avenue Wisconsin Rapids, WI 54495 *(2000)* John Gruenloh (715) 422-6360

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